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ABSTRACT

Designed as a survey of 124 Nebraska public schools offering vocational agriculture, the primary purpose of this study was to obtain opinions of school administrators regarding selected aspects of the vocational agriculture program. A secondary purpose of the study was to present these opinions in a form useful to state and local supervisors of vocational agriculture programs, teacher educators, teachers, advisory councils and local boards of education and school administrators. Among the findings of the study are: (1) More than 90 percent of the administrators indicated preparing youth for agricultural occupations was a major purpose of vocational agriculture, (2) 86 percent of the superintendents in Class A schools indicated girls should be enrolled in vocational agriculture, and (3) About 78 percent indicated a need for a citizen advisory committee to help plan the local program of vocational agriculture. A major conclusion of the study is that school administrators should be involved in planning new programs and receive considerable instruction in the nature and administration of vocational agriculture programs. (Author/JS)

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OPINIONS OF SCHOOL ADMINISTRATORS CONCERNING SELECTED ASPECTS OF THE PROGRAM OF VOCATIONAL AGRICULTURE IN NEBRASKA

by

Larry L. Viterna

A THESIS

Presented to the Faculty of
the Graduate College in the University of Nebraska
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for the Degree of Master of Science
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Under the Supervision of Dr. Roland L. Peterson

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Chapter I

INTRODUCTION TO THE STUDY

I. PURPOSE OF THE STUDY

The Vocational Education Act of 1963 and the Vocational Education Amendments of 1968 have challenged vocational education to do a better job of meeting the needs of people. Peterson indicated the impact of the Vocational Education Act of 1963 was to expand the clientele to be served by programs of vocational agriculture.[1] Hamlin stated that Congress, through the act, expected services to be made available to occupational groups that were unserved before.[2] The Vocational Education Amendments of 1968 are the most recent legislation covering vocational education. Coster suggested that this act represents a demand on the part of society that each individual be provided with the skills and

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[1]Roland L. Peterson, "Indications of Agricultural Knowledge and Skills Areas Needed by a Sample of Workers in Two Metropolitan Nebraska Counties" (unpublished Master's thesis, University of Nebraska, Lincoln, Nebraska, 1966), p. 1.

[2]H. M. Hamlin, "The Meaning for Agricultural Education," The Agricultural Education Magazine, 38:8, July, 1965.

knowledge which will enable him to perform as a productive member of the American society.[3]

In reviewing the response of vocational education in agriculture to this new legislation, Smith stated that:

> Our profession is again in the midst of adjusting to new legislation . . . . Other developments in Washington are also having their impact on agricultural education programs in the states and ultimately on vocational agriculture programs in local schools. Vocational agriculture is again "at the crossroads." There has been no more appropriate or urgent time for each of us to evaluate carefully what we are doing, re-evaluate what we have done, and very carefully analyze and prepare plans for the future.[4]

In planning for the future, it is important that the opinions of those highly responsible for program change be given careful consideration. Simmons, indicated the responsibility of instructional leadership is upon the shoulders of the principal.[5] Tompkins and Trump labeled the role of the principal as the manager of educational change and indicated he is responsible for determining programs and procedures, enlisting assistance from teachers,

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[3]John Coster, "Research Strategies for the Seventies" (a paper presented at the 1969 Central States Research Conference in Agricultural Education, University of Illinois, Urbana, Illinois, July, 1969), p. 6.

[4]William G. Smith, "What Direction for Agricultural Education?", The Agricultural Education Magazine, 42:135, December, 1969.

[5]Bart S. Simmons, "Successful Innovation Through Effective Educational Leadership," Journal of Secondary Education, 46:117, March, 1971.

resolving staff resistance to change, identifying staff members as effective change agents and working with them to implement change. They also suggested that these responsibilities are shared with the superintendent, the board of education and others in the community.[6]

Splawn reported the role of superintendent includes serving as chief executive officer of the board of education; nominating employees; recommending unsuitable employees for discharge; overseeing the operation and maintenance of the school plant; preparing and administering the school budget; supervising of all employees; maintaining, supervising, and improving all curricular and co-curricular programs; and keeping the board of education informed.[7]

These statements suggest that administrative approval and sanction is necessary before a new idea or program may be implemented. Evidence seems to further indicate that the opinions of administrators have a profound influence on teachers and boards of education.

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[6]Ellsworth Tompkins and Lloyd J. Trump, The Secondary School Principalship and the Challenge of Change (Washington, D. C.: United States Department of Health, Education, and Welfare, Office of Education, 1968), pp. 142-143.

[7]Robert E. Splawn, "Boards of Education Members' Perceptions of the Role of the Board and the Role of the Superintendent and the High School Principal," Studies in Education (Annual Publication of School of Teacher Education, Vol. VIII, West Texas State University, Canyon, Texas, May, 1969), p. 15.

Thus, the opinions of school administrators appear to be an important aspect in program development, improvement, and application.

A lack of available evidence in Nebraska to formulate decisions based on the opinions of school administrators, regarding programs in agricultural education at the high school level, prompted the investigator to propose a study which was designed to:

(1) Obtain the opinions of high school administrators regarding selected aspects of the program of vocational agriculture in Nebraska.

(2) Present those opinions in a form useful to:

(a) State and local supervisors of vocational agriculture programs.

(b) Teacher-educators in colleges and/or universities.

(c) Teachers of vocational agriculture.

(d) Local and state advisory councils.

(e) Local boards of education and school administrators.

II. LIMITATIONS OF THE STUDY

This study was limited to superintendents and principals in the 124 Nebraska public schools which offered vocational agriculture as a part of their curriculum during the 1970-1971 school year. In nine cases,

schools did not have a principal, consequently, a questionnaire was sent only to the superintendent. In the school systems of Omaha and Lincoln, a questionnaire was sent to the superintendent of the entire system and another questionnaire was sent to the principal in each school (in the system) which offered vocational agriculture courses.

Thus, questionnaires were sent to 115 principals and 121 superintendents in 124 Nebraska public schools which offered vocational agriculture in grades nine, ten, eleven, and/or twelve.

III. DEFINITIONS OF TERMS

For purposes of clarification, some important terms are defined since variation in their use exists in the literature.

High School Administrators. The term high school administrators is used synonymously in this study as high school superintendents and principals.

Vocational Education. The term vocational education refers to:

> . . . vocational or technical training or retraining which is given in schools or classes (including field or laboratory work incidental thereto) under public supervision and control or under contract with a state board or local educational agency, and is conducted as part of a program designed to

> fit individuals for gainful employment as semi-skilled or skilled workers or technicians in recognized occupations.[8]

Vocational Agriculture. The term vocational agriculture in this study is considered as any high school (grades 9, 10, 11, or 12) agriculture program conducted for youth or adults which has been approved for reimbursement through state and federal funds by the Nebraska State Department of Vocational Education.

Supervised Experience Programs in Agriculture. The term supervised experience programs in agriculture consists of:

> . . . all the practical agricultural activities of educational value conducted by pupils outside of class for which systematic instruction and supervision are provided by their teacher, parents, employers, or others.[9]

Off-farm Agricultural Occupations. The term off-farm agricultural occupations refers to those occupations which require competency in the areas of animal, plant or soil science, agricultural mechanics, or agricultural marketing and management. These occupations involve the processing and distribution of agricultural products or they provide services to agriculture or agricultural workers.

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[8]Lloyd J. Phipps, "The Vocational Education Act of 1963," Handbook on Agricultural Education in Public Schools, (Appendix, Danville, Illinois: The Interstate, 1965), p. 756.

[9]Ibid., p. 752.

Future Farmers of America. The term Future Farmers of America, or FFA, as it is commonly known, is the national organization for students studying vocational agriculture in public secondary schools under the provisions of the National Vocational Education Act.[10]

IV. REVIEW OF THE LITERATURE

Jackson listed the ultimate aim of every school administrator is to provide a program that meets the needs of every student and enables every student to contribute to the society in which he lives.[11] Meeting students' educational needs and enabling them to contribute to society provides a broad basis for administrative evaluation of vocational education in agriculture.

In his study of school administrators' opinions, Webb stated that:

> In the last analysis school administrators are the persons responsible for the existence of vocational agriculture. Consequently their opinions contribute much toward the degree of acceptance of vocational agriculture and the way the program is conducted.[12]

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[10] Official Manual for Future Farmers of America, (a manual prepared by the Future Farmers of America organization, Future Farmers Supply Service, P.O. Box 15159, Alexandria, Virginia, January, 1971), p. 5.

[11] R. O. Jackson, "Vocational Education in a Small High School," The Bulletin of the National Association of Secondary School Principals, 49:59, May, 1965.

[12] Earl S. Webb, "Opinions of School Administrators Concerning Selected Aspects of the Program of Vocational Agriculture in Missouri" (a compendium of an unpublished Doctoral dissertation, University of Missouri, Columbia, Missouri, 1959), p. 3.

Unruh and Turner determined that improvement of instruction is one of the major responsibilities of school administrators.[13]

Smith conducted a study in 1968 to determine why some school districts in the state of Washington do not offer vocational agriculture. In his report, he stated that:

> Vocational agriculture is presently competing with other programs of education for the time, space and facilities of secondary school systems. If vocational agriculture is to continue to contribute to the educational needs of the students and at the same time remain true to the original objectives set up by the Vocational Education Acts which initiated the program, studies such as this must be made periodically and cover the state completely in order that we keep in touch with the changes of attitudes that occur among those responsible for maintaining our schools.[14]

Clouse, in an editorial, outlined items which needed immediate attention if vocational agriculture was to progress. He suggested that:

> First, the image of agricultural education that undergirds vocational agriculture is all important. As others see us so is our image. It has improved. It must continue to improve. Quality of both program and product are fundamental to this improvement.
>
> Second, quality teaching personnel is crucial. Teachers of distinction must be trained, placed,

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[13]Adolph Unruh and Harold E. Turner, Supervision for Change and Innovation (Boston, Massachusetts: Houghton Mifflin Company, 1970), p. 140.

[14]Dyle Smith, "A Study to Determine Why Some School Districts in Washington State Do Not Offer Vocational Agriculture in Their High School's Course of Study" (unpublished Master's thesis, Washington State University, Pullman, Washington, 1968), p. 40.

and retained. Emphasis must continue to be placed upon the ability of the school faculty to set the stage for enthusiastic and effective learning.

Third, our outreach to those young people who should prepare themselves for work in agriculture is of prime importance. Adequate individual and group guidance must be emphasized. We must intensify our efforts to reach qualified students who will respond to the challenge of a modern program of vocational agriculture.

Fourth, we must continue to update our present programs and develop new programs of vocational agriculture. The reshuffling of courses with no updating of content or method is not enough. Pragmatic innovation for effective learning is our goal. We dare not be satisfied with anything less.

Finally, by the very nature of the program our orientation is toward the future. As teachers, we must be sensitive to the evolving themes of both agriculture and education and to the growing demands placed on the educated young man or woman.[15]

It is apparent that many programs do need change and updating for improvement to take place. Evidence from the literature clearly indicates that programs of vocational agriculture must continually be revised and updated. However, what guidelines are being followed in making changes? Who should influence program revision? Beeman indicated those who administer the program, those who conduct instruction, and those who receive instruction should have some definite opinions concerning the role of vocational agriculture.[16]

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[15] James P. Clouse, "Look to the Future," The Agricultural Education Magazine, 41:260, April, 1968.

[16] Carl E. Beeman, "Perceptions of Others --- An Indication of Our Role," The Agricultural Education Magazine, 40:232, April, 1968.

Atherton revealed that healthy programs of education in vocational agriculture consider the attitudes and needs of those served and of those who are instrumental in providing for their ongoing.[17]

Strain listed the most prevalent opinions expressed by superintendents which pertained to vocational agriculture program improvement in Nebraska were that:

> The vocational agriculture instructors feel that they are a separate and somewhat different group than the rest of the faculty; Cooperation needs to be improved between the vocational agriculture instructors and the rest of the teachers; The vocational agriculture instructors should consider their programs as a part of the whole school, and they should emphasize the importance of basic educational principles as well as the importance of vocational agriculture.[18]

In Minnesota, Peterson surveyed school superintendents to determine their attitudes toward vocational agriculture. The majority of the questions asked were in relation to the summer program. This was compared with a survey in 1952 which asked the same questions as the 1968 survey. Peterson found that a smaller percentage of superintendents in 1968 were favorable toward twelve months employment of vocational agriculture instructors than were those superintendents surveyed in 1952. Only 25 per cent

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[17] J. C. Atherton, "Do We Hear What the Public Has to Say?", The Agricultural Education Magazine, 41:299, June, 1969.

[18] Glen Howard Strain, "An Analysis of the Attitudes of Nebraska School Administrators Towards Vocational Agriculture Programs" (unpublished Master's thesis, University of Nebraska, Lincoln, Nebraska, July, 1954), p. 51.

in 1952 and 23 per cent in 1968 indicated they felt the vocational agriculture instructor worked as hard during the summer as during the school year.[19]

Scarborough, in an editorial, wrote that:

> . . . we must learn better how to work with school administrators and other co-workers in areas of vocational education for a total program. Maybe the term "a complete program" should be applied to all vocational education, an important part of which would be vocational agriculture for interested boys, girls, and adults.[20]

Dodson indicated that the offerings of most high schools are dominated by the needs of college bound youth and that if this imbalance is to be improved, the general image of vocational education must be improved. Respondents in Dodson's study felt that this image within any individual high school could be changed by the principal's leadership and attitude in his insistence that vocational education develop a rightful place in the complete organization of the school.[21]

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[19]Milo J. Peterson, "Administrative Attitudes Toward Vocational Agriculture," The Visitor, (Department of Agricultural Education, University of Minnesota, St. Paul, Minnesota, April, 1970), 57:1-4.

[20]Cayce Scarborough, "Whither Agricultural Education?", The Agricultural Education Magazine, 40:4, July, 1967.

[21]Edwin S. Dodson, Vocational Education and the Comprehensive High School --- A Challenge to Administrators (Reno, Nevada: Nevada Occupational Research Coordinating Unit, 1968), pp. 1-8.

In a study conducted by Phillips, administrators indicated vocational courses should offer benefits to the academically gifted as well as furnish activities for slow learners. Administrators also felt vocational education should be general in nature rather than specific occupational training.[22] On the other hand, Divita's findings indicated that present programs of vocational education were not felt to be diverse and/or extensive enough to adequately serve the needs of high school students in preparing for today's world of work.[23]

In his study, Akers stated that opinions or views held by administrators are important factors in determining organization and function of the school's curriculum.[24]

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[22]Milton W. Phillips, "Vocational Education in Tennessee High Schools: An Analysis of Administrator Attitudes and Curricular Patterns," Review and Synthesis of Research on the Administration of Vocational and Technical Education (edited by Ralph C. Wenrich, ERIC Clearinghouse on Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio, March, 1970), p. 41.

[23]Charles Divita, Jr., "Attitudes Toward Vocational Education in the Secondary Schools of West Virginia. Part I: School Administrators and Boards of Education Members," Review and Synthesis of Research on the Administration of Vocational and Technical Education (edited by Ralph C. Wenrich, ERIC Clearinghouse on Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio, March, 1970), p. 12.

[24]John Garland Akers, "Administrators' Opinions Regarding Selected Policies for Vocational Agriculture" (unpublished Master's thesis, Kansas State University, Manhatten, Kansas, 1963), p. 1.

Amberson found that administrative attitude greatly influenced the quality of vocational programs.[25] Hemphill, Richards, and Peterson stated that the principal is one of the most influential persons in determining the quality of education provided by a school.[26] Williams indicated school administrators provide the leadership required to make the school responsive to the changing world outside of school.[27] In a Kentucky study, McDowell assessed the attitudes of teachers, administrators, employers and teacher educators. He then used these attitudes as a basis for formulating guidelines for comprehensive area vocational schools to meet the needs of students in Kentucky.[28]

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[25]Max L. Amberson, "A Study of the Variables and Situational Factors Associated with High School Vocational Education Programs," Review and Synthesis of Research in Agricultural Education (edited by Earl T. Carpenter and John H. Rodgers, ERIC Clearinghouse on Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio, Second Edition, June, 1970), p. 29.

[26]John K. Hemphill, James M. Richards, and Richard E. Peterson, Report of the Senior High-School Principalship (N. W. Washington, D. C.: The National Association of Secondary School Principals, 1965), p. 3.

[27]Stanley W. Williams, Educational Administration in Secondary Schools (Boston, Massachusetts: Houghton Mifflin Company, 1970), p. 140.

[28]L. C. McDowell, "Vocational Education and Changing Needs, A Proposed Comprehensive Area Vocational School to Meet Changing Needs in Kentucky," Review and Synthesis of Research on the Administration of Vocational and Technical Education (edited by Ralph C. Wenrich, ERIC Clearinghouse on Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio, March, 1970), p. 17.

In a study of financing vocational education, Wenrich and Van Dyke stated a majority of administrators felt that vocational programs would be continued if salary reimbursement were eliminated.[29]

Drake suggested that this is a time when education is being checked for its relevancy, viability, and general worth at all levels and in all degrees of specificity.[30]

In a presentation, Venn stated that:

> We could continue to plan, evaluate, and budget as we are doing now or as we have done in the past. But sweeping reforms are being demanded. Not because the planning done in the past was wrong or because the programs were ineffective, but because the concepts are now incompatible with the mounting social, moral, and economic issues on the American scene.[31]

As Hutchinson indicated, planning well today is necessary if we expect to focus in on the 1980's, the 1990's and even the year 2000.[32]

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[29]Ralph C. Wenrich and Robert S. Van Dyke, "A Follow-up Study of the Attitudes of Local Administrators Regarding the Financing of Vocational Education in Michigan," Review and Synthesis of Research in Agricultural Education (edited by Earl T. Carpenter and John H. Rodgers, ERIC Clearinghouse on Vocational Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio, Second Edition, June, 1970), p. 29.

[30]William E. Drake, "Evaluate What?", The Agricultural Education Magazine, 42:299, June, 1970.

[31]Grant Venn, "Vocational Education: From a World of Stability to a World of Change," What's Ahead for Vocational Education (Washington, D. C.: Selected Presentations from the National Conference on Program Planning and Evaluation, March, 1968), p. 1.

[32]James H. Hutchinson, "Pardon! Your Image is Showing," The Agricultural Education Magazine, 40:227, April, 1968.

V. CONCLUSIONS DRAWN FROM THE LITERATURE

A review of the literature revealed that opinions of school administrators have been highly valued because the administrator is the person largely responsible for program quality and for creating a situation in which new programs may be developed that will benefit students.

A number of research studies and articles from the periodical literature are presented as evidence of the strategic position of the school administrator in the decision making and program planning process. The literature reviewed also emphasized the need for continual planning and revision of vocational programs, particularly those in vocational agricultural education.

In summary, the literature seemed to support the fact that school administrators in Nebraska high schools have a key role in initiating and maintaining vocational agriculture programs. A review of the literature also revealed a lack of studies available to Nebraska educators which focus on the opinions of school administrators concerning programs of vocational agriculture.

Chapter II

THE DESIGN OF THE STUDY

The study was designed as a survey of opinions of Nebraska high school superintendents and principals regarding aspects of the program of vocational agriculture in Nebraska. The selection of the sample, the preparation of the data collecting instrument, and the collection of data are described in this chapter.

I. THE SELECTION OF THE SAMPLE

The study was restricted to superintendents and principals employed in Nebraska secondary schools which had a program of vocational agriculture as part of their school's curriculum during the 1970-1971 school year. Due to the extreme differences in school size and the relatively small number of schools involved in the total sample, it was decided that all Nebraska high schools which offered vocational agriculture would be included in the study.

A list of the 1970-1971 Nebraska public schools which offered vocational agriculture programs was secured from the State of Nebraska, Department of Education, Division of Vocational Education, Lincoln, Nebraska. Each school

on the list was then located in the Nebraska Educational Directory[33] to determine the name of the superintendent and the principal of that school. A listing of superintendents and principals to be surveyed and their mailing address was thus prepared by the investigator.

II. THE PREPARATION OF THE INSTRUMENT

The data collecting instrument was prepared in the form of a questionnaire. The instrument was patterned after a questionnaire used in Peterson's study,[34] and Webb's dissertation study.[35] Several additional questions were developed by the investigator to reflect program concerns unique to Nebraska. The questionnaire was then reviewed by members of the University of Nebraska, Department of Agricultural Education staff. Suggestions made by the staff members were implemented into the questionnaire. Before the final copy of the instrument was prepared, the superintendent of the investigator's school answered the questionnaire on a tryout basis. He made a number of valuable suggestions which were incorporated into the questionnaire.

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[33]W. A. Schindler, Seventy-Third Nebraska Educational Directory (Lincoln, Nebraska: State of Nebraska, Department of Education, 1970-1971), pp. 20-198.

[34]Milo Peterson, loc. cit.

[35]Webb, op. cit., pp. 3-24.

The completed instrument provided for the collection of the following items of information:

1. Administrative position of the respondent.
2. Size of school in which the respondent was employed.
3. Number of day-school students enrolled in vocational agriculture courses.
4. Number of adult students enrolled in agricultural courses.
5. A list of 36 questions which required a "Yes, No, or Don't Know" response by the administrator on each part of the question. A space for additional comments was also provided for each question.
6. A final question asking for an overall comment regarding the vocational agriculture program.

The questionnaire used in this study was designed as a mail survey type instrument. The information was mimeographed on nine, 8½" by 11", sheets of paper. A brief letter of explanation and instruction accompanied the questionnaire.[36] The administrators were instructed to complete the questionnaire and return it in the stamped, self-addressed envelope.

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[36]See Appendix A for a copy of the letter of instruction.

III. THE COLLECTION OF DATA

The data for the study were collected by a mail survey. The following procedure was used to collect the data for the present investigation:

1. The letter and questionnaire were mailed to each person in the sample.[37]
2. After four weeks, a letter of reminder was mailed to each non-respondent.[38]
3. After another period of three weeks, another questionnaire with a second letter of reminder was mailed to non-respondents of those schools from which neither administrator had mailed a reply.[39]

An identification system was also utilized to maintain a check on which superintendents and principals were responding.

Due to financial limitations and the excellent response from the three previous steps, a fourth mailing to the non-respondents was not completed. It was felt that at least one response from each school in the sample would represent the opinion of school administrators. Of the

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[37]See Appendix B for a copy of the instrument.

[38]See Appendix C for a copy of the first letter of reminder.

[39]See Appendix D for a copy of the second letter of reminder.

total sample, a response was obtained from 122 of the 124 schools, or 98.3 per cent, with 93 superintendents, or 76.8 per cent, and 91 principals, or 79.1 per cent, return.

Chapter III

PRESENTATION AND ANALYSIS OF THE DATA

Chapter III presents the analysis of the data that was considered necessary to fulfill the objectives of the study. The data are based on questionnaires returned by 93 superintendents and 91 principals in 122 Nebraska public high schools which offered vocational agriculture during the 1970-1971 school year.

The first section of Chapter III describes the characteristics of the population sample. The second section is devoted to a presentation and analysis of the opinions of the respondents.

I. CHARACTERISTICS OF THE POPULATION SAMPLE

The number of high school superintendents and principals in the study are presented in Table I according to the size of school in which they were employed. In order to show similarities or dissimilarities of opinions, the administrators are grouped into four categories based on the number of boys enrolled in each high school.[40] The

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[40] These categories are established each year by the Nebraska School Activities Association.

largest number of administrators responding were in the Class B and Class C schools. These two categories comprised about 75 per cent of the respondents.

TABLE I

NUMBER OF SCHOOL ADMINISTRATORS IN THE STUDY ACCORDING TO THE ENROLLMENT OF BOYS IN THE HIGH SCHOOL

	Size of Schools									
	Class A		Class B		Class C		Class D		Total	
	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent
Superintendents	7	7.6	26	28.0	49	52.6	11	11.8	93	100
Principals	8	8.8	33	36.3	41	45.0	9	9.9	91	100

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

The approximate number of day and adult students enrolled in the schools' vocational agriculture programs during the 1970-1971 school year are shown in Table II and Table III. Twenty-five per cent of the schools in Class A had a day school enrollment of 91 or more, however, the largest percentage of Class A day school enrollment fell into the 31-50 range. Class B, Class C, and Class D also had the largest per cent of schools in the 31-50 range. None of the Class D schools had an enrollment higher than 70 as would be expected since the largest Class D high

TABLE II

NUMBER OF DAY SCHOOL STUDENTS ENROLLED IN VOCATIONAL AGRICULTURE COURSES IN EACH CLASS CATEGORY

Size of School	Number of Vocational Agriculture Students													
	No Answer		30 or Less		31-50		51-70		71-90		91 or More		Total	
	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent
Class A	1	8	2	17	5	42	0	0	1	8	3	25	12	100
Class B	0	0	2	5	16	39	12	29	9	22	2	5	41	100
Class C	0	0	1	2	31	58	16	29	5	9	1	2	54	100
Class D	0	0	1	7	12	80	2	13	0	0	0	0	15	100
Grand Total	1		6		64		30		15		6		122	

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

school in Nebraska has only 57 male students.

Table III shows that 60 per cent of the schools had adult enrollments of 11 or more. Sixty-seven per cent of the Class A, 41 per cent of the Class B, and 58 per cent of the Class C schools had adult enrollments of 10 or less. It may be noted that only 20 per cent of the schools in Class D had adult enrollments of 10 or less.

The data in Table IV reveal the number of college vocational education courses taken by high school superintendents and principals. It was noted that from 50 to at least 70 per cent of the administrators indicated they had taken no vocational education courses in college. Further observation revealed that generally principals had taken fewer college courses in vocational education than superintendents.

TABLE III

NUMBER OF ADULT STUDENTS ENROLLED IN VOCATIONAL AGRICULTURE COURSES IN EACH CLASS CATEGORY

Size of School	Number of Adults: No Answer		10 or Less		11-20		21-30		31-40		41 or More		Total	
	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent
Class A	1	8	8	67	3	25	0	0	0	0	0	0	12	100
Class B	0	0	17	41	13	32	8	20	2	5	1	2	41	100
Class C	2	4	31	58	11	20	6	11	1	2	3	5	54	100
Class D	1	7	3	20	10	66	0	0	1	7	0	0	15	100
Grand Total	4		59		37		14		4		4		122	

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

TABLE IV

NUMBER OF COURSES IN VOCATIONAL EDUCATION
TAKEN BY HIGH SCHOOL ADMINISTRATORS

Size of School	Number of Courses Taken: Superintendents None Taken	1-2	3-4	5 or More	Principals None Taken	1-2	3-4	5 or More	Total None Taken	1-2	3-4	5 or More
Class A	42	29	0	29	62	38	0	0	53	33	0	13
Class B	57	27	4	12	79	6	6	9	69	15	5	10
Class C	82	14	2	1	61	20	9	9	71	17	6	6
Class D	55	9	18	18	78	22	0	0	65	15	10	10

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

II. PRESENTATION OF THE DATA

Data obtained from the questionnaires which were mailed to high school administrators in the study is presented in this section.

Major Purposes of Vocational Agriculture

The major purposes of vocational agriculture, according to the opinions of high school administrators in the study, is shown in Table V. As may be noted in the table, 100 per cent of the administrators in Class A schools indicated preparing youth for useful employment in farming or agricultural occupations was a major purpose of vocational agriculture. Preparing youth for useful employment in farming or agricultural occupations was indicated as a major purpose by 98 per cent of the administrators in Class B, 99 per cent in Class C, and 90 per cent in Class D. Data in Table V also revealed that 40 per cent of the administrators in Class A felt that improving the proficiency of adults presently engaged in farming was not a major purpose of vocational agriculture. However, 80 per cent of the administrators in Class B and Class C schools indicated that improving the proficiency of adults already engaged in farming is a major purpose of vocational agriculture. It may be further noted that principals in Class A and Class D schools indicated adult education for farmers was not a primary purpose of the vocational agriculture program.

TABLE V

THE MAJOR PURPOSES OF VOCATIONAL AGRICULTURE IN THE SCHOOL CURRICULUM AS INDICATED BY THE PER CENT OF HIGH SCHOOL ADMINISTRATORS

Major Purposes	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
a. To prepare high school students to become established in farming	A	57	29	14	25	75	0	40	53	7
	B	36	53	11	52	42	6	44	47	8
	C	39	47	14	31	48	19	36	48	16
	D	36	27	36	22	44	33	30	35	35
b. To prepare youth for useful employment in farming or related agricultural occupations	A	100	0	0	100	0	0	100	0	0
	B	96	0	4	100	0	0	98	0	2
	C	100	0	0	98	2	0	99	1	0
	D	90	0	9	89	0	11	90	0	10
c. To improve the proficiency of adults presently engaged in farming	A	71	14	14	25	63	12	46	40	14
	B	85	7	7	82	6	12	83	7	10
	C	81	8	10	78	5	17	80	7	13
	D	81	9	9	22	44	33	55	25	20
d. To improve the proficiency of adults presently employed in agricultural businesses	A	57	29	14	37	37	26	47	33	20
	B	58	15	27	78	16	6	70	15	15
	C	65	10	25	58	14	27	62	12	26
	D	64	9	27	33	33	33	50	20	30

TABLE V (continued)

Major Purposes	Size of School	Response of Superintendents Yes	No	Don't Know	Administrators Principals Yes	No	Don't Know	Total Yes	No	Don't Know
e. To provide youth with a general knowledge of agriculture	A	100	0	0	100	0	0	100	0	0
	B	73	12	14	85	6	9	80	8	12
	C	90	2	8	73	10	17	82	6	12
	D	82	9	9	100	0	0	90	5	5
f. Other	A	0	0	100	13	0	87	7	0	93
	B	0	0	100	9	0	90	5	0	95
	C	8	0	92	7	0	93	8	0	92
	D	0	0	100	0	0	100	0	0	100

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

Table V also reveals that providing youth with a general knowledge of agriculture was considered a purpose of vocational agriculture by 80 per cent or more of the administrators in each class size category.

Some of the major purposes administrators suggested as additional comments were as follows:

-Provide students with information to help them make career choices after high school.

-Provide on-the-farm training.

-Provide information for understanding agricultural economics.

-Provide training in farm related skills.

-Provide opportunities for leadership responsibility.

-Provide training for college work in agriculture.

-Promote pride in agricultural achievement.

Groups Which Should Be Enrolled

Data in Table VI reveals the administrators' opinions regarding some general groups of students which they felt should be enrolled in vocational agriculture. It may be noted in the table that 86 per cent of the superintendents in Class A, 42 per cent in Class B, 49 per cent in Class C, and 36 per cent in Class D felt girls should be enrolled. Principals responded in a similar pattern as the superintendents, regarding enrollment of girls, with the exception of Class C in which 61 per cent of the principals felt girls should be enrolled.

TABLE VI

GROUPS WHICH SHOULD BE ENROLLED IN VOCATIONAL AGRICULTURE AS INDICATED BY PER CENT OF HIGH SCHOOL ADMINISTRATORS

Groups Enrolled	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
a. (1) Regular day-school students (production agriculture courses & off-farm agricultural courses)--boys	A	100	0	0	100	0	0	100	0	0
	B	100	0	0	100	0	0	100	0	0
	C	96	0	4	95	0	4	96	0	4
	D	91	0	9	100	0	0	95	0	5
a. (2) Regular day-school students (production agriculture courses & off-farm agricultural courses)--girls	A	86	14	0	75	12	12	80	13	7
	B	42	19	38	61	12	27	53	15	32
	C	49	22	28	54	14	32	51	19	30
	D	36	18	45	33	22	44	35	20	45
b. Young farmers (out-of-school youth becoming established in farming, ages 18-35)	A	43	14	43	38	38	24	40	27	33
	B	81	8	11	82	12	6	81	10	8
	C	80	4	16	71	4	24	76	4	20
	D	100	0	0	44	22	33	75	10	15
c. Adult farmers (those already established in farming)	A	43	14	43	25	63	12	33	40	27
	B	73	12	15	70	15	15	71	14	15
	C	71	8	20	61	10	29	67	9	24
	D	91	0	9	44	22	33	70	10	20

TABLE VI (continued)

Groups Enrolled	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
d. Adults in agri-businesses	A	43	14	43	38	50	12	40	33	27
	B	62	19	19	64	12	14	63	15	22
	C	67	8	24	54	17	29	61	12	27
	D	82	0	18	33	33	33	60	15	25
e. Other	A	14	0	85	0	0	100	7	0	93
	B	0	0	100	3	0	97	2	0	98
	C	2	0	98	4	0	96	3	0	97
	D	0	0	100	0	0	100	0	0	100

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

Data in Table VI in general reveals that a higher percentage of superintendents in all school sizes (except for young farmers in Class B) indicated adult and young farmers should be enrolled in vocational agriculture than did the principals. A comparison of the responses in Table V and VI reveals that the administrators in larger high schools felt that adult young farmers were not a prime group to serve, whereas the smaller high schools tended to indicate they were important groups to serve. It may be further noted in Table VI that administrators felt that young farmers were the most important post-high school group to serve, followed by adult farmers and those adults employed in agricultural business firms in the community. Data in the table also reveals that in general principals tended to place less emphasis than superintendents on serving young farmers, adult farmers and adults in agribusiness.

Some additional comments and suggestions for other enrollment groups were as follows:

-Anyone who wants to--as an elective.

-Veterans.

-Adults on a tuition basis only.

-Adult classes should be evening courses.

-Should be open to anyone with a need for this knowledge.

-Need to present a program that fills needs as evidenced by participation.

Need For Citizen Advisory Committee

Table VII presents data concerning the opinions of administrators in regard to the need for citizen advisory committees to help plan the local program of vocational agriculture. Examination of the data in the table points out that approximately 70 per cent of the school administrators in each school size felt there was a need for a citizens' advisory committee.

Some of the comments received on the questionnaire in regard to citizen advisory committees were:

-Assists in relating courses to community needs.

-Not necessary because included in the school vocational education advisory committee.

-Being forced by federal programs, but I don't know about the value yet.

-Absolute necessity.

-Limited value.

-Has value, but becomes cumbersome.

-Good public relations and support for program.

-In setting up programs or making changes, these people are usually too busy to expect them to donate enough time to make regular meetings possible.

-If we have to have them here, why not also for reading, spelling, math, etc.?

-Patrons should plan programs.

-Only in larger schools.

-Most difficult to arrange in city.

-Most helpful.

-Necessary to keep ag classes in the school district.

TABLE VII

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO FELT THERE IS A NEED FOR A CITIZEN ADVISORY COMMITTEE TO HELP PLAN THE LOCAL PROGRAM OF VOCATIONAL AGRICULTURE

Size of School	Response of Superintendents			Response of Principals			Response of Total		
	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
Class A	86	14	0	63	12	25	73	13	13
Class B	54	23	23	79	15	6	68	18	14
Class C	71	18	10	73	17	10	72	18	10
Class D	82	18	0	56	44	0	70	30	0

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

-If it is made up of interested, knowledgeable people who wish to build the program.

-We have too many now!

-Would seem to be a way of communication.

-Guidelines for its operation must be set first.

Vocational Agriculture Graduates Who Should Enter Farming and Off-Farm Agricultural Occupations

Table VIII presents the opinions of administrators regarding the per cent of vocational agriculture students who should enter farming at one year, five years, and ten years following graduation. Ninety-one per cent of the superintendents in Class D indicated one to twenty-five per cent should enter farming the first year following graduation while the other nine per cent in Class D said per cent entering farming is unimportant. Except for superintendents in Class D schools mentioned above, all the other administrators suggested that about one to twenty-five per cent of the vocational agriculture graduates should enter farming one, five and ten years following graduation. Further examination of Table VIII revealed that administrators generally indicated that one to twenty-five per cent of the students should enter farming following graduation. However, another rather sizeable percentage felt that the number entering farming was not important.

TABLE VIII

PER CENT OF VOCATIONAL AGRICULTURE STUDENTS WHO SHOULD ENTER FARMING FOLLOWING GRADUATION AS INDICATED BY HIGH SCHOOL ADMINISTRATORS

Per Cent Who Should Enter Farming	Size of School	Response of Administrators: Superintendents 1* Year	Superintendents 5* Years	Superintendents 10* Years	Principals 1* Year	Principals 5* Years	Principals 10* Years	Total 1* Year	Total 5* Years	Total 10* Years
a. 1-25 per cent	A	57	43	29	25	12	12	40	26	20
	B	58	27	19	45	45	33	51	37	27
	C	40	35	18	49	36	32	44	36	24
	D	91	64	36	33	33	22	65	50	30
b. 26-50 per cent	A	0	0	0	12	25	0	7	13	0
	B	0	30	8	6	21	9	3	25	8
	C	24	16	14	0	30	12	7	22	13
	D	0	18	9	22	22	0	10	20	5
c. 51-75 per cent	A	0	14	0	0	0	12	0	7	7
	B	0	0	0	3	3	0	2	2	0
	C	0	4	2	7	0	2	3	2	2
	D	0	0	0	11	0	11	5	0	5
d. 76-100 per cent	A	0	0	0	0	0	0	0	0	0
	B	0	3	0	3	3	0	2	3	0
	C	0	0	0	0	2	4	0	1	2
	D	0	0	0	0	0	0	0	0	0

*Following Graduation

TABLE VIII (continued)

Per Cent Who Should Enter Farming	Size of School	Response of Administrators: Superintendents 1* Year	Superintendents 5* Years	Superintendents 10* Years	Principals 1* Year	Principals 5* Years	Principals 10* Years	Total 1* Year	Total 5* Years	Total 10* Years
e. Per cent entering farming is unimportant	A	14	14	14	37	37	37	26	26	26
	B	23	15	19	21	24	33	22	20	27
	C	20	18	20	17	12	20	19	16	20
	D	9	9	27	33	33	44	20	20	35
f. Don't Know	A	29	29	57	25	25	37	26	26	47
	B	19	23	54	21	3	24	20	12	37
	C	26	27	45	27	20	30	27	23	38
	D	0	9	27	0	11	22	0	10	25

*Following Graduation

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 58-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

Table IX presents opinions of administrators regarding the per cent of vocational agriculture students who should enter off-farm agricultural occupations at one year, five years, and ten years following graduation. Examination of the data in Tables VIII and IX disclosed that administrators felt a larger percentage of graduates should enter off-farm agricultural occupations than should enter farming. It may be noted in Table IX that when adding the one to 25 per cent and the 26 to 50 per cent categories, a relatively large number of graduates are involved.

Phases of Vocational Agriculture That Need More Emphasis

Superintendents and principals were asked to rank on a 1-2-3-4-5-6-7-8-9 basis those phases of vocational agriculture which they felt need more emphasis. Tables X and XI indicate the ranking given each phase of the vocational agriculture program. Table X reveals the opinions of superintendents and Table XI shows the opinions of principals. In both Tables X and XI, supervised experience programs, production agriculture classes, and off-farm agriculture classes were ranked high as needing most emphasis. Contests, Future Farmers of America (FFA) and adult classes were ranked low, indicating they needed least emphasis.

TABLE IX

PER CENT OF VOCATIONAL AGRICULTURE STUDENTS WHO SHOULD ENTER OFF-FARM AGRICULTURAL OCCUPATIONS FOLLOWING GRADUATION AS INDICATED BY HIGH SCHOOL ADMINISTRATORS

Per Cent Who Should Enter Off-Farm Agricultural Occupations	Size of School	Response of Administrators: Superintendents 1* Year	Superintendents 5* Years	Superintendents 10* Years	Principals 1* Year	Principals 5* Years	Principals 10* Years	Total 1* Year	Total 5* Years	Total 10* Years
a. 1-25 per cent	A	43	29	14	12	12	0	27	20	7
	B	38	34	15	33	21	15	36	27	15
	C	32	24	12	37	27	22	34	25	17
	D	73	27	36	33	44	22	55	35	30
b. 26-50 per cent	A	14	14	14	12	12	12	13	13	13
	B	4	19	12	18	33	18	12	27	15
	C	14	30	24	17	41	22	16	36	23
	D	18	64	18	33	11	0	25	40	10
c. 51-75 per cent	A	0	14	0	25	25	25	13	20	13
	B	8	4	0	9	15	9	8	10	5
	C	0	0	4	0	2	2	0	1	3
	D	9	0	9	0	0	11	5	0	10
d. 76-100 per cent	A	0	0	0	12	12	12	7	7	7
	B	4	4	0	6	3	6	5	3	3
	C	0	0	0	2	2	2	1	1	1
	D	0	0	0	0	0	0	0	0	0

*Following Graduation

TABLE IX (continued)

Per Cent Who Should Enter Off-Farm Agricultural Occupations	Size of School	Response of Administrators: Superintendents 1* Year	Superintendents 5* Years	Superintendents 10* Years	Principals 1* Year	Principals 5* Years	Principals 10* Years	Total 1* Year	Total 5* Years	Total 10* Years
e. Per cent entering off-farm agricultural occupations is un-important	A	14	14	14	12	12	12	13	13	13
	B	15	12	15	18	18	27	17	15	22
	C	22	18	16	12	12	17	18	16	17
	D	0	9	27	33	33	44	15	20	35
f. Don't Know	A	29	29	57	25	25	38	27	27	47
	B	31	27	58	15	9	24	22	17	39
	C	30	27	42	32	14	34	31	21	39
	D	0	0	9	0	11	22	0	5	15

*Following Graduation

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 58-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

TABLE X

PHASES OF THE VOCATIONAL AGRICULTURE PROGRAM THAT NEED GREATER EMPHASIS AS RANKED BY SCHOOL SUPERINTENDENTS IN VARIOUS SIZES OF HIGH SCHOOLS

Phase of the Vocational Agriculture Program	Size of School	Ranking by Number of Superintendents									
		1	2	3	4	5	6	7	8	9	No Response
a. Production agriculture classes	A	1	1	2	2	0	1	0	0	0	0
	B	9	3	5	4	0	1	0	0	1	3
	C	18	7	6	6	2	1	3	2	0	4
	D	4	1	3	1	0	0	1	0	0	1
b. Off-farm agriculture classes	A	3	1	2	0	1	0	0	0	0	0
	B	5	9	5	3	0	0	0	1	0	3
	C	9	12	11	6	2	3	1	1	0	4
	D	3	3	0	4	0	0	0	0	0	1
c. Mechanics skills classes	A	0	3	1	0	0	0	2	1	0	0
	B	8	6	8	1	0	0	0	1	0	2
	C	16	9	7	2	6	0	2	0	1	6
	D	2	5	2	0	1	0	1	0	0	0
d. Supervised experience programs	A	1	2	0	2	0	0	0	1	1	0
	B	5	1	3	5	7	0	1	1	0	3
	C	7	7	11	10	3	1	0	3	0	7
	D	3	2	3	2	0	1	0	0	0	0

TABLE X (continued)

Phase of the Vocational Agriculture Program	Size of School	Ranking by Number of Superintendents									
		1	2	3	4	5	6	7	8	9	No Response
e. Contests	A	0	0	0	0	0	0	1	1	5	0
	B	0	2	0	3	7	5	6	0	0	3
	C	0	0	3	2	2	9	2	3	20	8
	D	0	0	1	0	3	1	0	2	3	1
f. Young farmer classes	A	0	1	2	0	0	1	2	1	0	0
	B	0	2	0	3	7	5	6	0	0	3
	C	3	1	3	4	10	6	9	3	2	8
	D	1	1	1	1	2	2	2	1	0	0
g. Adult farmer classes	A	1	1	0	1	0	1	1	1	1	0
	B	0	1	1	0	2	4	7	7	1	3
	C	3	2	1	2	3	10	5	10	6	7
	D	1	1	0	2	1	1	3	1	1	0
h. Adult agribusiness classes	A	2	1	0	1	2	1	0	0	0	0
	B	2	3	0	2	1	1	3	6	4	4
	C	2	0	3	3	6	8	7	5	8	7
	D	1	2	2	0	1	2	1	1	1	0

TABLE X (continued)

Phase of the Vocational Agriculture Program	Size of School	Ranking by Number of Superintendents									
		1	2	3	4	5	6	7	8	9	No Response
i. Future Farmers of America (FFA)	A	0	0	0	0	3	2	0	1	1	0
	B	1	1	1	4	4	3	2	3	3	4
	C	2	1	2	5	10	5	7	9	1	7
	D	1	0	0	2	2	1	0	2	2	1

1 = most emphasis
9 = least emphasis

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

TABLE XI

PHASES OF THE VOCATIONAL AGRICULTURE PROGRAM THAT NEED GREATER EMPHASIS AS RANKED BY SCHOOL PRINCIPALS IN VARIOUS SIZES OF HIGH SCHOOLS

Phase of the Vocational Agriculture Program	Size of School	Ranking by Number of Principals									
		1	2	3	4	5	6	7	8	9	No Response
a. Production agriculture classes	A	0	2	0	3	2	0	0	1	0	0
	B	14	6	4	6	0	0	0	2	0	1
	C	17	9	6	4	3	1	1	0	0	0
	D	1	4	2	0	1	0	0	0	1	0
b. Off-farm agriculture classes	A	5	0	0	2	1	0	0	0	0	0
	B	9	5	7	5	2	1	0	3	1	0
	C	10	9	9	5	4	3	0	1	0	0
	D	2	0	2	2	0	1	0	1	0	1
c. Mechanics skills classes	A	0	3	3	1	0	0	1	0	0	0
	B	5	10	7	6	0	1	2	0	0	2
	C	10	10	10	9	2	0	0	0	0	0
	D	2	2	1	2	0	1	0	0	1	0
d. Supervised experience programs	A	2	0	1	1	1	2	1	0	0	0
	B	9	8	9	2	3	0	1	1	0	0
	C	8	6	6	11	4	2	2	1	0	1
	D	5	1	1	0	0	1	0	0	0	1

TABLE XI (continued)

Phase of the Vocational Agriculture Program	Size of School	Ranking by Number of Principals									
		1	2	3	4	5	6	7	8	9	No Response
e. Contests	A	0	1	0	0	0	3	0	1	3	0
	B	0	1	0	0	5	2	3	3	17	2
	C	0	0	0	2	2	8	1	6	21	1
	D	0	0	1	0	0	2	1	2	2	1
f. Young farmer classes	A	0	0	1	0	0	2	1	1	2	1
	B	1	3	3	5	11	5	4	0	1	0
	C	1	3	2	4	8	10	8	3	1	1
	D	1	0	1	1	1	0	3	1	1	0
g. Adult farmer classes	A	0	0	0	1	1	0	2	1	2	1
	B	0	1	2	1	4	7	9	5	3	1
	C	0	2	1	1	7	5	16	6	2	1
	D	0	0	0	1	2	0	0	2	3	1
h. Adult Agribusiness classes	A	1	1	1	1	0	0	1	1	2	0
	B	2	1	1	3	1	8	8	4	5	0
	C	0	0	2	3	1	4	9	12	9	1
	D	0	0	0	0	0	1	2	1	4	1

TABLE XI (continued)

Phase of the Vocational Agriculture Program	Size of School	Ranking by Number of Principals									
		1	2	3	4	5	6	7	8	9	No Response
i. Future Farmers of America (FFA)	A	0	0	1	2	2	0	0	1	1	1
	B	2	0	2	1	6	6	3	10	2	1
	C	2	1	2	4	8	3	2	10	8	1
	D	1	1	0	0	3	0	0	2	1	1

1 = most emphasis
9 = least emphasis

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

Occupational Preparation For Youth Entering Farming

The per cent of high school administrators who felt vocational agriculture provides the necessary occupational preparation for youth who enter farming is presented in Table XII. Eighty per cent of the administrators in Class D schools indicated vocational agriculture provided the necessary occupational preparation for youth to enter farming. It may be noted that 60 per cent of the administrators in Class A schools indicated that vocational agriculture provided the necessary occupational preparation for youth who enter farming. The majority of the administrators in each school size indicated that the necessary occupational information is provided.

Some of the typical comments regarding the adequacy of vocational agriculture as preparation for farming were:

-Yes, but not enough go into farming.

-This largely depends on the school and teacher.

-Yes, in our school--not so in all.

-Yes, if in addition to being raised on the farm.

-Only in cases where a father is an above average operator.

-Yes, if a four year program.

-One of the few vocational areas doing anything.

-Of course not, but it should provide supplemental aid to terminal and basis for further education.

TABLE XII

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO INDICATED VOCATIONAL AGRICULTURE PROVIDES THE NECESSARY OCCUPATIONAL PREPARATION FOR YOUTH ENTERING FARMING

Size of School	Response of Superintendents Yes	Superintendents No	Superintendents Don't Know	Response of Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
Class A	57	43	0	63	37	0	60	40	0
Class B	65	19	15	76	15	9	71	17	12
Class C	61	27	12	73	20	7	67	23	10
Class D	82	9	9	78	11	11	80	10	10

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

Occupational Preparation For Youth Entering Off-Farm Agricultural Occupations

Table XIII presents the per cent of high school administrators who indicated vocational agriculture provides the necessary occupational preparation for youth to enter off-farm agricultural occupations. In Class A and Class C schools, 47 and 51 per cent of the administrators felt vocational agriculture did not provide the necessary preparation for off-farm agricultural occupations. In Class B and Class D schools, 44 and 40 per cent indicated vocational agriculture provided the necessary occupational preparation for youth who enter off-farm agricultural occupations. A further examination of Table XIII revealed that about an equal number of administrators felt vocational agriculture programs did not prepare youth for off-farm agricultural occupations as to those who felt it did.

Some of the comments regarding preparation for off-farm agricultural occupations were:

-Yes, but needs improvement.

-Providing the student has job-training experience.

-Not as it has traditionally been taught in Nebraska.

-Some, certainly not all.

-We haven't even begun to explore all the potential there.

-No, not complete enough at present.

-No, at present I don't believe this can be the finished product.

-No, we don't touch enough of the area.

TABLE XIII

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO INDICATED VOCATIONAL AGRICULTURE PROVIDES THE NECESSARY OCCUPATIONAL PREPARATION FOR YOUTH ENTERING OFF-FARM AGRICULTURAL OCCUPATIONS

Size of School	Response of Superintendents			Response of Principals			Response of Total		
	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
Class A	29	57	14	37	37	25	33	47	20
Class B	38	38	23	48	42	9	44	41	15
Class C	33	49	18	32	53	15	32	51	16
Class D	45	18	36	33	44	22	40	30	30

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

Occupational Preparation For Youth Entering Non-Agricultural Occupations

Data in Table XIV shows the opinions of school administrators regarding whether vocational agriculture provides the necessary occupational preparation for youth entering non-agricultural occupations. The percentages of administrators' opinions ranged from 50 per cent of the administrators in Class D schools to 67 per cent in Class C schools who indicated vocational agriculture did not provide the necessary occupational preparation for youth entering non-agricultural occupations. It may be noted that 46 per cent of the superintendents in Class D schools felt vocational agriculture did prepare youth to enter non-agricultural occupations.

Some of the comments regarding preparation for non-agricultural occupations included:

-Lack of room for training--lack of teachers.

-Not comprehensive enough at present.

-Some transfer to other vocational programs in our school.

-In some cases, but not all.

On-Farm and On-the-Job Instruction

Table XV indicates the per cent of school administrators who suggested teachers of vocational agriculture should follow systematic schedules for on-farm and on-the-job instruction with all the day students enrolled in vocational agriculture. Ninety-three per cent of the adminis-

TABLE XIV

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO INDICATED VOCATIONAL AGRICULTURE PROVIDES THE NECESSARY OCCUPATIONAL PREPARATION FOR YOUTH ENTERING NON-AGRICULTURAL OCCUPATIONS

Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
Class A	29	71	0	25	37	37	27	53	20
Class B	15	54	31	30	52	18	24	53	23
Class C	16	65	18	15	68	17	16	67	17
Class D	46	27	27	11	78	11	30	50	20

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

TABLE XV

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO INDICATED TEACHERS OF VOCATIONAL AGRICULTURE SHOULD FOLLOW SYSTEMATIC SCHEDULES OF ON-FARM AND ON-THE-JOB INSTRUCTION WITH ALL OF THE DAY-SCHOOL STUDENTS ENROLLED IN VOCATIONAL AGRICULTURE

Size of School	Response of Superintendents			Response of Principals			Response of Total		
	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
Class A	100	0	0	87	13	0	93	7	0
Class B	54	35	11	64	24	12	59	29	12
Class C	63	25	12	66	22	12	64	23	12
Class D	55	36	9	89	11	0	70	25	5

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

trators in Class A schools indicated there was a need for scheduled on-farm instruction while only 59 per cent of those in Class B and 64 per cent in Class C felt there was such a need. Seventy per cent of the administrators in Class D schools indicated vocational agriculture instructors needed to follow a systematic schedule of instruction. It may be noted that in the Class D category, superintendents had only 55 per cent indicating a need for scheduling on-farm or on-the-job instruction as compared to 89 per cent of the principals.

Some typical comments regarding the systematic scheduling of on-farm and on-the-job instruction were as follows:

-I think this is very important.

-Yes, if allowance is made for variations.

-No, each student should be treated as an individual.

-Those teachers I have had who do not follow a schedule have trouble.

-Yes, but I would question the word "all."

-Otherwise, from my experience, it deteriorates into no program.

Table XVI presents data indicating the per cent of school administrators who suggested programs of on-farm instruction should be conducted for members of adult agriculture classes. The percentage of administrators who felt teachers of vocational agriculture should conduct such instruction is nearly the same for all school sizes. The percentage ranges from 66 per cent in Class B to 70 per

TABLE XVI

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO INDICATED TEACHERS OF VOCATIONAL AGRICULTURE SHOULD CONDUCT PROGRAMS OF ON-FARM INSTRUCTION FOR MEMBERS OF ADULT AGRICULTURE CLASSES

Size of School	Response of Superintendents			Response of Principals			Response of Total		
	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
Class A	86	14	0	50	25	25	67	20	13
Class B	61	12	27	70	18	12	66	15	19
Class C	73	8	18	61	15	24	68	11	21
Class D	73	18	9	67	11	22	70	15	15

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

cent in Class D. In general, administrators tended to favor on-farm instructional visits to adult farmers.

Included in the comments concerning on-farm instruction for adults were:

-When requested.

-If time permits.

-When needed in the community.

-On-farm instruction is usually not feasible to a large extent.

-A definite yes!

-If people will accept their help, of course.

-Within certain areas.

-Not necessary.

-I feel night classes should be sufficient.

-Good public relations and without a doubt fills a need as technology bypasses established farmers.

-Should be integral part of adult program.

Future Farmers of America (FFA)

The place of the Future Farmers of America (FFA) in relation to the program of vocational agriculture is indicated in Table XVII. Evidence from the table revealed that a majority of administrators felt the FFA is a supplement to the vocational agriculture program and a slightly smaller percentage indicated it is an integral part of vocational agriculture. In general, a higher percentage of administrators in Class D schools felt the FFA was a supplement to the general education of youth than administrators in the larger schools.

TABLE XVII

PLACE OF THE FUTURE FARMERS OF AMERICA (FFA) IN RELATION TO THE PROGRAM OF VOCATIONAL AGRICULTURE AS INDICATED BY PER CENT OF HIGH SCHOOL ADMINISTRATORS ACCORDING TO SIZE OF SCHOOL

The Place of the Future Farmers of America (FFA)	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
a. It is an integral part of vocational agriculture	A	57	14	29	37	25	38	47	20	33
	B	30	35	35	55	15	30	44	24	32
	C	47	18	35	39	15	46	43	17	11
	D	37	18	45	22	22	56	30	20	50
b. It is a supplement to vocational agriculture	A	43	14	43	63	12	25	53	13	33
	B	69	8	23	57	15	27	63	12	25
	C	67	12	20	65	5	29	66	9	25
	D	55	0	45	67	11	22	60	5	35
c. It is a supplement to general education	A	29	29	42	38	12	50	33	20	47
	B	42	11	46	42	9	49	42	10	47
	C	47	8	45	27	14	59	38	11	51
	D	55	9	36	44	22	33	50	15	35

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

Some of the comments listed regarding the place of the Future Farmers of America (FFA) were:

- -It is all three because of its efforts to build leaders in the world of competitive on-farm employment or operation.
- -It should be an integral part of vocational agriculture, but I feel it most often is not.
- -It is not required of all students.
- -It is an excellent extra-curricular activity.
- -Best parliamentary groups in boys come from this program.
- -I feel FFA is too specialized and should include areas other than farming.

Table XVIII presents data regarding the primary function of the Future Farmers of America (FFA) organization. The greatest percentage of administrators felt that the primary functions of the FFA were to develop rural leadership, strengthen the confidence of students of vocational agriculture in themselves and their work, and to develop character, train for useful citizenship, and foster patriotism. The recruitment of enrollees for classes of vocational agriculture was not considered as a primary function of the FFA.

Some comments by administrators regarding the primary function of the Future Farmers of America (FFA) are as follows:

- -FFA is a supplemental program and can't do any of the above without help from all other educational areas.
- -FFA is over-rated.

TABLE XVIII

PRIMARY FUNCTIONS OF THE FUTURE FARMERS OF AMERICA (FFA) AS INDICATED BY PER CENT OF HIGH SCHOOL ADMINISTRATORS

Primary Functions	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
a. To develop rural leadership	A	71	0	29	75	25	0	73	13	14
	B	77	0	23	91	3	6	85	2	13
	C	84	6	10	76	4	20	80	6	14
	D	91	0	9	89	11	0	90	5	5
b. To promote public relations for vocational agriculture	A	43	0	57	75	12	12	60	7	33
	B	57	4	39	84	9	6	73	7	20
	C	74	14	12	73	12	14	73	13	13
	D	64	18	18	89	11	0	75	15	10
c. To recruit enrollees for classes of vocational agriculture	A	57	0	43	50	50	0	53	27	20
	B	27	27	46	27	55	18	27	42	31
	C	24	51	25	22	49	29	23	50	27
	D	9	64	27	22	78	0	15	70	15
d. To provide recreational and social activities for its members	A	57	0	43	88	12	0	73	7	20
	B	54	15	31	58	24	18	56	20	12
	C	61	22	16	54	19	27	58	21	21
	D	73	18	9	56	44	0	65	30	5

TABLE XVIII (continued)

Primary Functions	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
e. To strengthen the confidence of students of vocational agriculture in themselves & their work	A	86	0	14	88	0	12	87	0	13
	B	85	0	15	94	0	6	90	0	10
	C	88	4	8	83	2	14	86	3	11
	D	91	9	0	67	22	11	80	15	5
f. To develop character, train for useful citizenship, & foster patriotism	A	71	0	29	88	0	12	80	0	20
	B	92	0	7	100	0	0	97	0	3
	C	90	2	8	88	0	12	89	1	10
	D	91	0	9	89	11	0	90	5	5

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

-All courses should do this.

-Great goals or objectives, but programs I have observed are more often working for paper results to get awards or stressing one area to excel and win contests.

The opinions of administrators concerning segregation between students of vocational agriculture and other high school students as a result of the activities of the Future Farmers of America (FFA) are indicated in Table XIX. With the exception of administrators in Class A schools, approximately three-fourths of the administrators in each school size indicated there was no segregation created between vocational agriculture students and other high school students as a result of the Future Farmers of America (FFA) activities. Sixty-seven per cent of the administrators in Class A schools indicated no segregation was created between students.

Some of the comments taken from the questionnaire and regarding the possible problem of segregation between vocational agriculture students and other high school students were:

-In some instances, but no more than other school activities.

-They can if not carefully supervised.

-Depends on the instructor.

-This may be true in some schools, but not any I have been connected with.

-Yes, FFA does not hold a place of distinction in our school.

-It does set them apart, but it should.

TABLE XIX

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO INDICATED THE ACTIVITIES OF THE FUTURE FARMERS OF AMERICA (FFA) CREATED UNNECESSARY SEGREGATION BETWEEN STUDENTS OF VOCATIONAL AGRICULTURE AND OTHER HIGH SCHOOL STUDENTS

Size of School	Response of Administrators: Superintendents			Principals			Total		
	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
Class A	29	57	14	25	75	0	27	67	6
Class B	19	73	8	12	73	15	15	73	12
Class C	10	82	8	15	85	0	12	83	5
Class D	18	82	0	11	78	11	15	80	5

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

-Their functions can make them one of the strongest organizations in a school if they have proper guidance.

-Not here since the school is rural oriented and rural dominated.

-Yes, but wrongly so.

-Yes, some become snobbish.

Table XX indicates the per cent of high school administrators who suggested the Future Farmers of America (FFA) activities tend to promote vocational agriculture without regard to the total school program. Seventy-five per cent of the principals in Class A schools revealed the FFA did not promote vocational agriculture without regard to the total school program, while 57 per cent of the superintendents in Class A felt that it did. Evidence from the table revealed that the situation was reversed in Class D where 91 per cent of the superintendents indicated that it did not promote vocational agriculture without regard to the total school program, compared to 33 per cent of the principals who felt it did. Sixty per cent or more of the total administrators in each school size indicated the Future Farmers of America (FFA) activities did not promote vocational agriculture without regard to the total school program.

Most comments by administrators regarding promotion of vocational agriculture through FFA activities without regard to the total school program indicated that (1) it depends on the instructor and (2) even though it may, so do most other school activities--especially athletics.

TABLE XX

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO INDICATED THE ACTIVITIES OF THE FUTURE FARMERS OF AMERICA (FFA) TENDED TO PROMOTE VOCATIONAL AGRICULTURE WITHOUT REGARD TO THE TOTAL SCHOOL PROGRAM

	Response of Administrators								
	Superintendents			Principals			Total		
Size of School	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
Class A	57	43	0	0	75	25	26	60	14
Class B	27	73	0	30	64	6	29	68	3
Class C	20	73	6	27	63	10	23	69	8
Class D	9	91	0	33	67	0	20	80	0

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

Characteristics of Vocational Agriculture Students

Data in Table XXI provides information concerning the opinions of administrators with respect to some selected characteristics of vocational agriculture students. More than 80 per cent of the administrators felt that vocational agriculture students were well-respected citizens in their schools. It may be noted that relatively few administrators felt that vocational agriculture students were scholastically incompetent. About one-fourth of the administrators in Class B, Class C, and Class D schools suggested vocational agriculture students have lower aspiration levels, than the other students, for education beyond high school. It may be noted that 40 per cent of total administrators in Class A schools felt that vocational agriculture students had lower aspiration levels, than other students, for education beyond high school.

Some of the comments listed by administrators in regard to characteristics of vocational agriculture students include:

-Yes to scholastically incompetent and lower aspiration for further education. There is a noticeable change occuring but hasn't turned the corner yet.

-How selective the FFA and vocational agriculture classes are largely determines the production of good ag. students.

-There are all kinds of vocational agriculture students.

-Some of our best students are in ag.

-Vocational skill courses tend to enroll the scholastic underachiever.

TABLE XXI

CHARACTERISTICS OF VOCATIONAL AGRICULTURE STUDENTS AS INDICATED BY PER CENT OF HIGH SCHOOL ADMINISTRATORS

Characteristics	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
a. Scholastically incompetent	A	29	71	0	13	87	0	20	80	0
	B	4	80	16	3	88	9	3	85	12
	C	6	82	12	5	83	12	6	82	12
	D	0	82	18	11	78	11	5	80	15
b. Lower aspiration levels than other students for education beyond high school	A	43	57	0	38	62	0	40	60	0
	B	19	61	20	27	58	15	24	59	17
	C	29	57	14	24	61	14	27	59	14
	D	9	64	9	44	44	11	25	55	20
c. Well-respected citizens in administrator's particular school	A	86	14	0	88	12	0	87	13	0
	B	88	3	8	79	6	15	83	5	12
	C	84	4	12	78	7	15	81	6	13
	D	100	0	0	78	11	11	90	5	5

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

-These are generalizations which are hard to answer.

-Depends too much on the quality of a program to answer this question.

-Counseling and administration do not use voc. ag. as a dumping grounds in this school.

Personal Qualities of Teachers of Vocational Agriculture

Table XXII presents information concerning the personal qualities of teachers of vocational agriculture as judged by school administrators. An overview of the table revealed a rather wide range of opinions existed between principals and superintendents. In reviewing the table, the total response of administrators revealed that in general cooperation with other faculty members, classroom teaching abilities, cooperation with the administration and mechanical skills were areas in which at least 25 to 53 per cent of the administrators felt improvements could be made in vocational agriculture teachers. In general, the qualities of rapport with students, grooming while at school and cooperation with other agricultural agencies were areas in which less than 25 per cent of the administrators feel improvements needed to be made.

The following comments were listed most often by administrators in regard to personal qualities of teachers of vocational agriculture:

-Ag. teachers will not gain full respect from staff or administration until they stop acting like farmers and start acting as professional people.

-Can't generalize--just like any other teacher.

TABLE XXII

PERSONAL QUALITIES OF TEACHERS OF VOCATIONAL AGRICULTURE WHICH NEED TO BE IMPROVED AS INDICATED BY PER CENT OF HIGH SCHOOL ADMINISTRATORS

Personal Qualities	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
a. Cooperation with administration	A	57	43	0	12	88	0	33	67	0
	B	19	69	12	42	39	18	32	53	15
	C	18	69	12	43	32	25	30	52	17
	D	45	36	18	22	67	11	35	50	15
b. Cooperation with other faculty members	A	57	29	14	25	75	0	40	53	7
	B	23	65	12	33	49	18	29	56	15
	C	27	61	12	34	43	22	30	53	16
	D	45	36	18	33	56	11	40	45	15
c. Rapport with students	A	29	57	14	12	88	0	20	73	7
	B	15	73	12	18	70	12	17	71	12
	C	20	67	12	27	54	19	23	61	15
	D	18	55	27	0	89	11	10	70	20
d. Cooperation with people in the community	A	43	43	14	25	75	0	33	60	7
	B	23	61	16	27	58	15	25	59	15
	C	24	65	10	15	68	17	20	67	13
	D	27	45	27	22	67	11	25	55	20

TABLE XXII (continued)

Personal Qualities	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
e. Cooperation with other agricultural agencies	A	29	57	14	12	75	12	20	67	13
	B	23	65	12	12	67	21	17	66	17
	C	16	67	16	10	68	22	13	68	18
	D	36	45	18	11	78	11	25	60	15
f. Grooming while at school	A	29	57	14	13	87	0	20	73	7
	B	11	69	19	24	58	18	19	62	19
	C	18	71	10	17	63	19	18	68	14
	D	45	45	9	22	67	11	35	55	10
g. Classroom teaching abilities	A	85	14	0	25	75	0	53	47	0
	B	35	53	12	39	49	12	37	51	12
	C	30	59	10	41	49	10	36	54	10
	D	36	45	18	11	78	11	25	60	15
h. Mechanical skill abilities	A	43	43	14	13	87	0	27	67	6
	B	27	61	12	27	49	24	27	54	18
	C	35	49	16	39	49	12	37	49	14
	D	36	36	27	11	78	11	25	55	20

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

-Discipline needs improvement.

-Well prepared instructors in just about every way.

-Unfair question.

-Ag. men get too involved with their own program. They must realize their program is only a part of the total education picture.

Subject Matter Areas and Professional Teaching Competencies Which Seem to be Inadequate in the Qualifications of Teachers of Vocational Agriculture

Table XXIII indicates the subject matter areas and professional teaching competencies which seem to be inadequate in the qualifications of vocational agriculture teachers according to the opinions of high school administrators. Areas where administrators indicated teachers seemed to be most inadequate were in the use of English in both oral and written communications, housekeeping of the classroom and agricultural mechanics shop, discipline of students, methods of teaching, and supervision of experience programs of students. The area of human relations appeared to be inadequate more often in Class A schools than in other sizes of schools. Examination of the table revealed some rather wide variations in the opinions of superintendents and principals.

Some typical comments pertaining to the qualifications of teachers in vocational agriculture were listed as follows:

-Depends entirely on the individual--there is no average.

-Getting reports in on time is an area where vocational agriculture instructors are inadequate.

TABLE XXIII

SUBJECT MATTER AREAS AND PROFESSIONAL TEACHING COMPETENCIES WHICH SEEM TO BE INADEQUATE IN THE QUALIFICATIONS OF VOCATIONAL AGRICULTURE TEACHERS AS INDICATED BY HIGH SCHOOL ADMINISTRATORS

Subject Matter Areas	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
a. English--communication, both oral and written	A	57	43	0	12	63	25	33	53	14
	B	23	46	31	27	49	24	25	47	27
	C	18	59	22	29	43	27	23	52	24
	D	18	45	36	33	44	22	25	45	30
b. Basic sciences	A	14	71	14	0	63	37	7	67	26
	B	4	65	31	12	58	30	8	61	30
	C	4	69	26	7	63	29	6	66	28
	D	18	55	27	22	44	33	20	50	30
c. Technical agriculture	A	14	71	14	0	88	12	7	80	13
	B	8	61	31	12	64	24	10	63	27
	C	4	65	30	10	59	31	7	62	31
	D	27	55	18	11	56	33	20	55	25
d. Farm mechanics	A	14	71	14	0	88	12	7	80	13
	B	31	38	31	15	61	24	22	50	27
	C	16	59	24	22	51	27	19	56	25
	D	36	45	18	22	56	22	30	50	20

TABLE XXIII (continued)

Subject Matter Areas	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
e. Discipline of students	A	43	43	14	0	88	12	20	69	13
	B	35	46	19	33	42	24	34	44	22
	C	30	49	20	54	39	7	41	44	14
	D	27	55	18	44	33	22	35	45	20
f. Methods of teaching	A	57	43	0	12	75	12	33	60	7
	B	23	50	27	27	52	21	25	50	24
	C	22	53	24	17	54	29	20	53	26
	D	36	45	18	33	33	33	35	40	25
g. Housekeeping of classroom and agricultural mechanics shop	A	43	43	14	12	75	12	27	60	13
	B	50	27	23	64	24	12	58	25	17
	C	45	41	14	61	27	12	52	34	13
	D	45	36	18	56	33	11	50	35	15
h. Supervision of experience programs of students	A	43	57	0	0	88	12	20	73	7
	B	19	50	31	36	36	27	29	42	29
	C	30	53	16	29	43	27	30	49	21
	D	27	45	27	33	44	22	30	45	25
i. Conducting of adult classes	A	28	43	28	25	63	12	27	53	20
	B	19	50	31	24	42	33	22	46	32
	C	29	49	22	29	41	29	29	46	25
	D	27	36	36	22	33	44	25	35	40

TABLE XXIII (continued)

Subject Matter Areas	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
j. Human relations	A	71	29	0	12	75	12	40	53	7
	B	4	61	35	12	58	30	8	59	32
	C	8	67	24	29	49	22	18	59	23
	D	18	55	27	22	67	11	20	60	20
k. Other	A	0	0	100	0	0	100	0	0	100
	B	0	0	100	3	0	97	2	0	98
	C	0	0	100	5	0	95	2	0	98
	D	0	0	100	11	0	89	5	0	95

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

-On an average, teachers of vocational agriculture are better prepared than teachers of academic areas.

-Unfair question.

-Housekeeping should be ideal--not like many farm shops.

-Ag. teachers are expected to do too much.

-Some safety practices are not applied by vocational agriculture instructors as they should be.

Teaching Courses Other Than Agriculture and Performing Extra-Curricular Duties

In Table XXIV, 30 to 47 per cent of the administrators suggested that teachers of vocational agriculture should be used only temporarily or in an emergency to teach courses other than vocational agriculture. Seventy-three per cent of the administrators in Class A schools indicated teachers of vocational agriculture should teach other courses as a regular part of their assignment while 42 per cent in Class B, 34 per cent in Class C, and 40 per cent in Class D made the same indication.

Most administrators commented that assigning teaching duties in areas other than vocational agriculture depends upon the school situation. They further suggested that the smaller schools may not have a full teaching load in vocational agriculture and thus use the vocational agriculture teacher in courses other than agriculture. They also state that the vocational agriculture instructor should not be used to teach courses in which he is not qualified.

TABLE XXIV

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO INDICATED THE INSTRUCTOR OF VOCATIONAL AGRICULTURE SHOULD BE USED TO TEACH COURSES OTHER THAN AGRICULTURE

Situations	Size of School	Response of Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
a. Never	A	14	29	43	0	50	50	7	40	53
	B	8	35	57	15	33	52	12	34	54
	C	8	47	45	7	34	59	8	41	51
	D	18	36	45	22	44	33	20	40	40
b. Only temporarily or in an emergency	A	29	29	42	50	25	25	40	27	33
	B	38	23	39	36	18	46	37	20	42
	C	39	22	39	56	15	29	47	19	34
	D	36	27	36	22	56	22	30	40	30
c. As a regular part of his assignment	A	85	14	0	63	12	25	73	13	13
	B	42	27	31	42	21	36	42	24	34
	C	35	35	30	34	24	41	34	30	36
	D	27	18	54	56	11	33	40	15	45

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

Table XXV provides data concerning the opinions of administrators in regard to using the vocational agriculture instructor to perform extra-curricular school duties. It may be noted in the table that administrators felt the vocational agriculture teacher should perform extra-curricular duties the same as other teachers. The comments of administrators indicated the vocational agriculture instructor should be involved with other teachers and other students in the school to improve relations and do the best job of educating students. One administrator commented, "If all teachers were as willing to work for the good of the school as our ag. teacher is, it would be a real pleasure."

Workload of Teachers of Vocational Agriculture

Data in Table XXVI indicates the opinions of administrators in regard to the workload of teachers of vocational agriculture. Evidence from the table revealed that the workload of teachers of vocational agriculture should be the same as other teachers in the system. The administrators who made comments on the questionnaire suggested that even though visitations on the farm and on the job make the vocational agriculture instructor's load heavier, he usually has fewer students than other teachers. They also commented that his job may be harder because he has no state curriculum to follow and must work longer at devising course outlines and developing lessons. Most administrators indicated the load is dependent upon the individual agriculture instructor and

TABLE XXV

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO INDICATED THE INSTRUCTOR OF VOCATIONAL AGRICULTURE SHOULD BE USED TO PERFORM EXTRA-CURRICULAR DUTIES

Performance	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
a. The same as other teachers	A	85	14	0	87	13	0	87	13	0
	B	85	15	0	85	9	6	85	12	3
	C	86	4	10	83	12	5	84	8	8
	D	73	18	9	89	0	11	80	10	10
b. Less than other teachers because of on-the-job & home visitations	A	14	57	29	13	62	25	13	60	27
	B	12	38	50	15	39	46	14	39	47
	C	6	63	30	15	49	36	10	57	33
	D	27	45	27	0	67	33	15	55	30
c. Only on those duties which pertain to vocational agriculture	A	0	71	29	13	62	25	7	67	26
	B	15	38	46	3	48	48	8	44	47
	C	8	69	22	10	46	44	9	59	32
	D	0	55	45	0	78	22	0	65	35

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

TABLE XXVI

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO INDICATED AN OPINION REGARDING THE RELATIVE WORKLOAD OF TEACHERS OF VOCATIONAL AGRICULTURE

Relative Workload	Size of School	Response of Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
a. Same as other teachers in the system	A	29	28	43	50	37	13	40	33	27
	B	69	12	19	67	15	18	68	14	18
	C	65	16	18	63	17	20	64	17	19
	D	36	27	36	78	22	0	55	25	20
b. Greater than other teachers in the system	A	29	42	29	13	50	37	20	47	33
	B	23	46	31	12	42	46	17	44	39
	C	20	47	33	15	41	43	18	44	38
	D	27	27	45	11	67	22	20	45	35
c. Less than other teachers in the system	A	43	43	14	25	50	25	33	47	20
	B	15	42	42	21	30	49	18	36	46
	C	14	49	37	20	37	43	17	43	40
	D	27	27	45	11	67	22	20	45	35

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

his desire to have an above average program. With an above average program, his load will be heavier. However, if he is satisfied with a mediocre program, his load will be less.

Tables XXVII and XXVIII indicate the importance given each factor used to calculate the workload for the vocational agriculture instructor by superintendents and principals respectively. The relative importance of each factor is indicated by a ranking of 1-2-3-4-5-6-7-8 or 9 (one meaning most important and nine meaning least important). In Table XXVII, superintendents gave the highest ranking to day-school class preparation, shop or mechanics preparation, and the lowest ranking to fairs, shows, and contests. In Table XXVIII, the ranking of factors for calculating workload by principals was similar to the evaluation made by the superintendents. Shop or mechanics preparation, instructional visits, and course and facility management were ranked relatively high by both groups of administrators.

Summer Programs and Extended Contracts of Vocational Agriculture Instructors

Data in Table XXIX reveals the opinions of administrators regarding the year-round employment of vocational agriculture teachers. Evidence from the table indicated that 47 per cent of the administrators in Class A schools, 39 per cent in Class B schools, 34 per cent in Class C schools, and 35 per cent in Class D schools felt the summer programs of vocational agriculture justified hiring teachers on a twelve months employment basis. Further examination of

TABLE XXVII

FACTORS WHICH SHOULD BE CONSIDERED MOST IMPORTANT IN CALCULATING WORKLOAD FOR A VOCATIONAL AGRICULTURE TEACHER AS RANKED BY SCHOOL SUPERINTENDENTS IN VARIOUS SIZE HIGH SCHOOLS

Factor	Size of School	Ranking by Number of Superintendents									
		1	2	3	4	5	6	7	8	9	No Response
a. Day-school class preparation	A	7	0	0	0	0	0	0	0	0	0
	B	20	2	1	0	0	0	0	0	0	3
	C	44	0	0	0	1	0	0	0	0	4
	D	8	1	0	0	0	0	0	1	0	1
b. Shop or mechanics preparation	A	0	6	1	0	0	0	0	0	0	0
	B	5	15	2	0	0	0	0	1	0	3
	C	9	26	4	1	2	0	1	0	0	6
	D	1	6	2	0	0	1	0	0	0	1
c. Adult class preparation	A	0	0	0	1	1	1	2	1	1	0
	B	2	1	5	3	4	2	2	2	2	3
	C	1	3	1	5	6	6	6	3	10	8
	D	0	2	2	1	2	0	0	3	0	1
d. Community services	A	0	1	1	0	0	4	1	0	0	0
	B	0	2	3	0	5	5	1	3	3	4
	C	1	0	2	4	5	9	8	2	10	8
	D	0	3	1	1	1	1	1	0	2	1

TABLE XXVII (continued)

Factor	Size of School	Ranking by Number of Superintendents									
		1	2	3	4	5	6	7	8	9	No Response
e. FFA advising	A	0	0	0	0	3	2	1	1	0	0
	B	2	2	4	0	4	4	2	3	1	4
	C	1	1	3	8	5	5	7	4	7	8
	D	1	0	0	1	4	1	1	0	2	1
f. On-job and/or farm instructional visits	A	0	0	4	3	0	0	0	0	0	0
	B	1	2	7	8	2	0	0	2	1	3
	C	3	3	18	9	3	2	2	1	2	6
	D	0	2	2	2	2	2	0	0	0	1
g. Summer instructional programs	A	0	0	0	1	1	0	2	2	1	0
	B	0	2	2	2	2	3	6	3	2	4
	C	1	0	1	5	7	3	6	14	4	8
	D	1	1	0	2	2	0	1	2	1	1
h. Fairs, shows, & contests	A	0	0	0	0	0	0	0	2	5	0
	B	0	2	1	1	1	3	3	7	4	4
	C	1	0	0	0	7	7	3	7	16	8
	D	0	0	3	0	0	1	4	0	2	1

TABLE XXVII (continued)

Factor	Size of School	Ranking by Number of Superintendents 1	2	3	4	5	6	7	8	9	No Response
i. Course & facility management & updating	A	0	0	1	2	2	0	1	1	0	0
	B	0	2	4	6	1	0	4	0	4	5
	C	2	3	10	5	9	2	2	3	4	9
	D	1	2	0	2	1	2	0	2	0	1

1 = most important
9 = least important

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

TABLE XXVIII

FACTORS WHICH SHOULD BE CONSIDERED MOST IMPORTANT IN CALCULATING WORKLOAD FOR A VOCATIONAL AGRICULTURE TEACHER AS RANKED BY SCHOOL PRINCIPALS IN VARIOUS SIZE HIGH SCHOOLS

Factor	Size of School	Ranking by Number of Principals									
		1	2	3	4	5	6	7	8	9	No Response
a. Day-school class preparation	A	6	2	0	0	0	0	0	0	0	0
	B	29	1	2	0	0	0	0	0	0	1
	C	35	4	0	0	1	0	0	0	0	1
	D	7	1	0	0	0	0	0	1	0	0
b. Shop or mechanics preparation	A	2	3	2	0	0	1	0	0	0	0
	B	2	24	3	1	1	0	0	0	1	1
	C	4	25	8	1	0	1	1	0	0	1
	D	0	6	0	1	1	0	0	0	1	0
c. Adult class preparation	A	0	0	0	3	1	1	1	0	2	0
	B	1	1	5	4	8	3	5	1	4	1
	C	1	1	4	5	3	9	5	8	3	2
	D	0	0	1	0	1	0	1	2	4	0
d. Community services	A	0	0	0	2	1	2	2	1	0	0
	B	1	0	0	3	6	10	6	2	4	1
	C	1	1	1	6	7	8	4	6	5	2
	D	0	0	0	0	1	1	2	4	1	0

TABLE XXVIII (continued)

Factor	Size of School	Ranking by Number of Principals									
		1	2	3	4	5	6	7	8	9	No Response
e. FFA advising	A	0	0	2	1	3	2	0	0	0	0
	B	0	0	0	6	8	6	4	6	2	1
	C	1	0	9	8	8	3	4	4	2	2
	D	1	0	1	1	1	1	1	1	2	0
f. On-job and/or farm instructional visits	A	0	1	1	2	2	0	2	0	0	0
	B	1	4	9	8	5	4	0	1	0	1
	C	0	6	10	7	5	6	4	1	0	2
	D	0	1	2	2	1	1	1	1	0	0
g. Summer instructional programs	A	0	0	0	2	0	0	1	4	1	0
	B	1	0	1	1	4	3	8	8	6	1
	C	0	0	0	0	6	6	9	12	5	3
	D	0	0	0	0	2	2	0	3	2	0
h. Fairs, shows & contests	A	0	0	0	1	1	0	1	1	4	0
	B	0	0	1	1	2	2	4	8	14	1
	C	0	0	1	2	1	3	8	3	21	2
	D	0	0	1	2	0	0	0	1	4	1

TABLE XXVIII (continued)

Factor	Size of School	Ranking by Number of Principals 1	2	3	4	5	6	7	8	9	No Response
i. Course & facility management & updating	A	1	2	2	1	0	1	0	1	0	0
	B	2	2	10	7	1	1	2	3	4	1
	C	2	2	5	12	7	1	3	4	3	2
	D	1	0	2	2	1	1	1	0	0	1

1 = most important
9 = least important

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

TABLE XXIX

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO INDICATED SUMMER PROGRAMS OF VOCATIONAL AGRICULTURE JUSTIFY HIRING TEACHERS ON A TWELVE MONTHS EMPLOYMENT BASIS

Size of School	Response of Superintendents			Response of Principals			Response of Total		
	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
Class A	57	43	0	38	62	0	47	53	0
Class B	35	50	15	42	49	9	39	49	12
Class C	33	57	10	37	49	14	34	53	12
Class D	55	49	27	11	78	11	35	45	20

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

the table revealed that about 50 per cent of the administrators did not think the summer program of vocational agriculture justified twelve months employment.

In Table XXX, administrators were requested to express their opinions on the type of contract teachers of vocational agriculture should hold. A review of the table revealed that a larger percentage of administrators felt teachers of vocational agriculture should have an extended contract at a regular monthly salary for eleven months. The extended contract at a regular monthly salary was suggested by 60 per cent of the Class A, 49 per cent of the Class B, 52 per cent of the Class C, and 60 per cent of the Class D school administrators.

More comments were given by administrators in regard to summer programs than were given on any other topic. A summary of those comments showed that over 40 administrators felt an extended contract for ten months would be long enough. They felt that in many cases, not enough is accomplished during the summer to warrant an extended contract and the instructor is actually receiving a paid vacation. Most administrators commented that the quality of the summer program is almost entirely dependent upon the enthusiasm and willingness of the instructor to work, plus insistence by the school of performance. The following are examples of the numerous comments received by administrators on the topic of a twelve month contract:

TABLE XXX

TYPE OF CONTRACT TEACHERS OF VOCATIONAL AGRICULTURE SHOULD HAVE AS INDICATED BY PER CENT OF HIGH SCHOOL ADMINISTRATORS

Type of Contract	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
a. Extended contract at a regular monthly salary for 11 months	A	29	14	57	88	0	12	60	7	33
	B	46	12	42	52	15	33	49	14	37
	C	49	18	33	56	15	29	52	17	31
	D	73	18	9	44	33	22	60	25	15
b. Extended contract with salary on a per hour basis for two summer months	A	29	29	42	0	63	37	13	47	40
	B	38	23	38	27	15	58	32	19	49
	C	33	24	43	20	31	49	27	28	45
	D	18	36	45	22	33	44	20	35	45
c. Other	A	29	14	57	12	38	50	20	27	53
	B	15	0	85	12	0	88	14	0	86
	C	16	0	84	24	0	76	20	0	80
	D	9	0	91	33	0	67	20	0	80

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

(1) Many instructors attend graduate school.

(2) Student numbers in vocational agriculture are usually low compared to other school programs.

(3) Too many instructors use the time for things like lesson planning and tool reconditioning when they should use it for instructing students. Other teachers don't get paid for planning lessons during the summer.

Justification of the Expense of the Vocational Agriculture Program to the Taxpayer and Support of Vocational Agriculture without the Help of State or Federal Funds

Table XXXI presents information concerning the per cent of administrators who indicated the expense of vocational agriculture in their school can be justified to the taxpayer. Eighty per cent of the administrators in Class D felt it could be justified while only 60 per cent of those in Class A felt it could be justified. More than 70 per cent of the administrators in Class B and Class C schools felt the vocational agriculture program could be justified.

Some comments given by administrators regarding the justification of the expense of vocational agriculture were as follows:

-Yes, when used in conjunction with other vocational programs, but not when limited to ag. only.

-Sometimes hard to do since there is no accreditation requirement to offer vocational agriculture.

-The program has to be changed to include more students.

-Presently, yes. In the future, doubtful.

TABLE XXXI

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO INDICATED EXPENSES OF VOCATIONAL AGRICULTURE IN THEIR SCHOOL CAN BE JUSTIFIED TO THE TAXPAYER

Size of School	Response of Superintendents			Response of Principals			Response of Total		
	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
Class A	57	43	0	63	25	12	60	33	7
Class B	69	27	4	73	15	12	71	20	9
Class C	76	12	12	70	12	16	73	12	14
Class D	82	18	0	78	22	0	80	20	0

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

-Not at the present time. I think our program might be outdated. We need to gear more toward agri-business, mechanical skills, and sales and management.

-Yes. No doubt about it as long as it is operating to fill community needs.

The data presented in Table XXXII discloses information regarding the opinions of administrators if federal and/or state funding were no longer available to support the vocational agriculture program. It may be noted from the table that 50 per cent or more of the administrators indicated their school district would continue to support vocational agriculture if federal and/or state funds were no longer available. Further examination of the table showed that 60 per cent of the administrators in Class A schools, 54 per cent in Class B schools, 50 per cent in Class C schools, and 70 per cent in Class D schools thought their district would continue to support vocational agriculture without federal and/or state funding. Some administrators indicated in their comments that the funds received from the federal and state governments are not in very large amounts anyway. Those who felt they could not justify the program thought it would be because of a large cost for a small number of students.

Obtaining Satisfactory Financial Arrangements

Table XXXIII presents data concerning the procedures teachers should follow in obtaining finances for operating the vocational agriculture department. As may be noted in

TABLE XXXII

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO INDICATED THEIR SCHOOL DISTRICT WOULD CONTINUE TO SUPPORT VOCATIONAL AGRICULTURE IF FEDERAL AND/OR STATE FUNDS WERE NO LONGER AVAILABLE

	Response of Administrators								
	Superintendents			Principals			Total		
Size of School	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
Class A	71	14	14	50	38	12	60	27	13
Class B	65	8	27	46	12	42	54	10	36
Class C	49	22	29	51	12	37	50	18	32
Class D	73	0	27	67	33	0	70	15	15

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

TABLE XXXIII

PROCEDURE TEACHERS OF VOCATIONAL AGRICULTURE SHOULD FOLLOW IN OBTAINING SATISFACTORY FINANCIAL ARRANGEMENTS FOR THE OPERATION OF THEIR DEPARTMENT AS INDICATED BY HIGH SCHOOL ADMINISTRATORS

Procedure	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
a. Submit an annual budget	A	100	0	0	88	12	0	93	7	0
	B	61	8	31	79	3	18	71	5	24
	C	86	8	6	68	7	24	78	8	14
	D	55	0	45	89	0	11	70	0	30
b. Submit requests as needs arise	A	29	29	42	0	50	50	13	40	47
	B	8	31	4	6	39	55	6	36	58
	C	8	53	39	13	43	43	10	49	41
	D	9	36	55	0	78	22	5	55	40
c. Combination of a budget & special requests	A	29	14	43	38	12	50	33	13	54
	B	53	19	27	36	27	36	44	23	32
	C	37	22	41	58	22	20	47	22	31
	D	45	27	27	33	33	33	40	30	30

TABLE XXXIII (continued)

Procedure	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
d. Other	A	0	0	100	0	0	100	0	0	100
	B	4	0	96	0	0	100	2	0	98
	C	10	0	90	2	0	98	7	0	93
	D	0	0	100	0	0	100	0	0	100

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

the table, a large majority of the administrators indicated vocational agriculture instructors should submit an annual budget for the operation of the vocational agriculture department. Forty-seven per cent of the school administrators in Class C schools suggested combination of a budget and special requests would be a satisfactory arrangement. Administrators in the other sized schools gave some endorsement to the possibility of a budget plus special requests as a means of providing finances for operating a program. Few administrators indicated that submitting requests as needs arise was a satisfactory financial arrangement.

Some typical comments of administrators regarding satisfactory financial arrangements included:

-A budget cannot anticipate all needs.

-A budget is only good business which requires planning.

-A budget should be comprehensive and allow for unforeseen expenditures.

Items of Expense Which Should be Reimbursable to Teachers of Vocational Agriculture

Data in Table XXXIV indicates administrators' opinions regarding the items of expense which should be reimbursable to teachers of vocational agriculture while on official duty. Nearly all administrators agreed that mileage within the school service area should be reimbursed or a school vehicle provided. Forty-seven per cent of the administrators in Class A schools indicated all mileage outside the school service area and mileage, meals, and lodging for attending

TABLE XXXIV

ITEMS OF EXPENSE WHICH SHOULD BE REIMBURSABLE TO TEACHERS OF VOCATIONAL AGRICULTURE INCURRED WHILE ON OFFICIAL DUTY AS INDICATED BY HIGH SCHOOL ADMINISTRATORS

Items of Expense	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
a. All mileage within the school service area (or use of a school vehicle)	A	100	0	0	88	0	12	93	0	7
	B	96	0	4	87	6	6	92	3	5
	C	93	4	2	90	0	10	92	2	6
	D	100	0	0	100	0	0	100	0	0
b. All mileage outside the school service area (or use of a school vehicle)	A	42	29	29	50	25	25	47	27	26
	B	76	12	12	69	15	15	73	14	13
	C	67	18	14	76	10	14	71	14	15
	D	73	27	0	78	11	11	75	20	5
c. Mileage, meals & lodging for attending professional meetings	A	71	0	29	75	12	12	73	7	20
	B	69	8	23	75	18	6	73	14	13
	C	78	18	4	68	15	17	73	17	10
	D	64	18	18	67	22	11	65	20	15

TABLE XXXIV (continued)

Items of Expense	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
d. Mileage, meals & lodging for attending in-service meetings	A	71	0	29	25	38	37	47	20	33
	B	80	8	12	72	15	12	76	12	12
	C	73	16	10	71	12	17	72	14	14
	D	73	18	9	67	22	11	70	20	10

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

in-service meetings should be reimbursable. About two-thirds to three-fourths of the administrators from the other size schools indicated those items should be reimbursable. The administrators' comments to this question revealed that they felt reimbursement for all expenses should be the same for any teacher in their system. Some administrators would prefer to have meals left out of reimbursement. It was also suggested that mileage should not include those miles involved in traveling to and from school and home. Administrators indicated, too, that there must be some control on miles traveled and number of meetings attended.

Financing Cost of Supplies for Instruction in Agricultural Mechanics

Table XXXV indicates the method of financing which should be utilized for purchasing supplies for instruction in agricultural mechanics. Opinions of school administrators as presented in Table XXXV indicated that most were in favor of having the school furnish the supplies for required projects, but that the student buy the other supplies he uses. It may be noted that a sizeable percentage of administrators were uncertain about this question. Almost all administrators, who commented, indicated that any project the student takes home should be paid for by the student.

TABLE XXXV

METHOD OF FINANCING COST OF SUPPLIES FOR INSTRUCTION IN AGRICULTURAL MECHANICS AS INDICATED BY PER CENT OF HIGH SCHOOL ADMINISTRATORS

Method of Finance	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
a. School furnishes all supplies for students	A	14	43	43	12	38	50	13	40	47
	B	15	35	50	12	36	52	14	36	50
	C	4	53	43	2	56	41	3	54	42
	D	0	55	45	11	56	33	5	55	40
b. School furnishes supplies for required projects, student buys others	A	85	14	0	62	38	0	73	27	0
	B	77	4	19	70	18	12	73	12	15
	C	78	12	10	80	5	15	79	9	12
	D	91	9	0	78	0	22	85	5	10
c. Student pays for all supplies used in classroom & shop activities	A	14	43	43	0	50	50	7	46	47
	B	8	35	57	15	36	49	12	36	52
	C	16	41	43	24	37	39	20	39	41
	D	9	45	45	11	56	33	10	50	40

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

Factors Determining Employment of Additional Teachers

Tables XXXVI and XXXVII indicate the importance given selected factors used to determine when additional teachers of vocational agriculture should be employed. The importance of each factor is indicated through a 1-2-3 or 4 ranking with one meaning most important and four meaning least important.

In Table XXXVI, superintendents gave the highest ranking to number of day-school students enrolled in vocational agriculture, the second highest ranking to number of courses taught, and the third highest ranking to number of day students and out-of-school (adult) students enrolled in vocational agriculture. The principals' rankings, as shown in Table XXXVII, revealed that the number of courses offered was felt to be more important than the number of day-school students enrolled. However, it may be noted that the rankings indicated little difference between these two factors.

Some comments made by administrators and suggestions for other factors to be considered are as follows:

- -Facility limitations, if any.
- -None of this is applicable in a C or D school.
- -One man can only teach his share of the day; add teachers as the need arises.
- -Recommendation of advisory committee.
- -If a good program begins falling off and the reason appears to be overloading the instructor, add another teacher.

TABLE XXXVI

FACTORS WHICH SHOULD BE CONSIDERED MOST IMPORTANT IN DETERMINING WHEN ADDITIONAL TEACHERS OF VOCATIONAL AGRICULTURE SHOULD BE EMPLOYED AS RANKED BY SCHOOL SUPERINTENDENTS IN VARIOUS SIZES OF HIGH SCHOOLS

Determining Factors	Size of School	Ranking by Number of Superintendents				
		1	2	3	4	No Response
a. Number of day-school students enrolled in vocational agriculture	A	4	0	0	0	3
	B	18	2	0	0	6
	C	24	12	3	0	10
	D	3	2	1	0	5
b. Number of day students & out-of-school (adult) students enrolled in vocational agriculture	A	0	1	2	0	4
	B	2	8	5	2	9
	C	10	4	23	1	11
	D	3	3	1	0	4
c. Number of courses offered	A	0	2	1	0	4
	B	3	7	9	0	7
	C	14	18	7	1	9
	D	4	1	3	0	3

TABLE XXXVI (continued)

Determining Factors	Size of School	Ranking by Number of Superintendents				
		1	2	3	4	No Response
d. Other	A	0	0	0	0	7
	B	0	0	0	0	26
	C	2	0	0	1	46
	D	0	0	0	0	11

1 = most important
4 = least important

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

TABLE XXXVII

FACTORS WHICH SHOULD BE CONSIDERED MOST IMPORTANT IN DETERMINING WHEN ADDITIONAL TEACHERS OF VOCATIONAL AGRICULTURE SHOULD BE EMPLOYED AS RANKED BY SCHOOL PRINCIPALS IN VARIOUS SIZES OF HIGH SCHOOLS

Determining Factors	Size of School	Ranking by Number of Principals				
		1	2	3	4	No Response
a. Number of day-school students enrolled in vocational agriculture	A	6	1	0	0	1
	B	13	11	3	1	5
	C	14	9	7	0	11
	D	2	3	1	0	3
b. Number of day students & out-of-school (adult) students enrolled in vocational agriculture	A	0	1	3	0	4
	B	4	6	10	2	11
	C	6	7	11	2	15
	D	3	0	2	1	3
c. Number of courses offered	A	1	2	1	0	4
	B	16	5	5	0	7
	C	16	7	5	1	12
	D	4	1	1	0	3

TABLE XXXVII (continued)

Determining Factors	Size of School	Ranking by Number of Principals 1	2	3	4	No Response
d. Other	A	0	0	0	0	8
	B	0	0	0	0	33
	C	1	1	0	0	39
	D	0	0	0	0	9

1 = most important
4 = least important

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

Types of Classes Which Should be Offered

An examination of the data in Table XXXVIII reveals the response of administrators to the types of classes that they felt should be offered to day-school students enrolled in vocational agriculture. Data in the table indicated a high percentage of administrators felt that animal science, plant and soil science, agricultural mechanics, and agricultural marketing and management were types of classes which should be included in the vocational agriculture program. The horticulture class received high priority by administrators in Class A schools. In regard to the area of off-farm agricultural occupations, 67 per cent of the administrators in Class A schools favored the program compared to 80 per cent in Class D.

The mechanics areas of machinery maintenance and adjustment, welding, small and large gas engines, electricty and electronics, concrete and masonry, and building construction received a majority of the administrators' approval. Agricultural career exploration and general agriculture were also marked by a large percentage of administrators. A small percentage of the administrators felt crafts and hobbies (leather and plastics) should be offered in vocational agriculture. Less than 50 per cent of the administrators indicated that plumbing and sheet metal should be offered.

Some additional comments in regard to what types of classes should be offered were (1) all the classes listed were good, but that not all need to be labeled as vocational

TABLE XXXVIII

TYPE OF CLASSES WHICH SHOULD BE OFFERED FOR DAY-SCHOOL STUDENTS ENROLLED IN VOCATIONAL AGRICULTURE AS INDICATED BY HIGH SCHOOL ADMINISTRATORS

Type of Class	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
a. Animal science	A	86	0	14	100	0	0	93	0	7
	B	88	0	12	91	0	9	90	0	10
	C	90	2	8	90	5	5	90	3	7
	D	91	0	9	78	0	22	85	0	15
b. Plant & soil science	A	86	0	14	100	0	0	93	0	7
	B	88	0	12	91	0	9	90	0	10
	C	92	2	6	90	2	7	91	2	7
	D	91	0	9	78	0	22	85	0	15
c. Agricultural mechanics (general)	A	72	14	14	100	0	0	86	7	7
	B	88	0	12	94	0	6	92	0	8
	C	92	0	8	93	0	7	92	0	8
	D	100	0	0	89	0	11	95	0	5
d. Agricultural marketing & management	A	100	0	0	87	0	13	93	0	7
	B	77	0	23	91	3	6	85	2	13
	C	89	2	8	88	0	12	89	1	10
	D	91	0	9	67	0	33	80	0	20

TABLE XXXVIII (continued)

Type of Class	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
e. Horticulture	A	86	0	14	100	0	0	93	0	7
	B	62	0	38	55	18	27	58	10	32
	C	65	4	30	59	12	29	62	8	30
	D	55	0	45	67	0	33	60	0	40
f. Off-farm agricultural occupation courses (one period per day in classroom & one period per day on the job in an agricultural business)	A	72	14	14	62	13	25	67	13	20
	B	69	0	31	67	0	24	68	5	27
	C	71	8	20	65	15	20	69	11	20
	D	91	0	9	67	11	22	80	5	15
g. Welding	A	57	14	29	100	0	0	80	7	13
	B	85	0	15	91	0	9	88	0	12
	C	93	0	6	90	0	10	92	0	8
	D	100	0	0	89	0	11	95	0	5
h. Large & small gas engines	A	57	14	29	87	0	13	73	7	20
	B	69	4	27	76	12	12	73	8	19
	C	87	0	12	83	2	15	86	1	13
	D	91	0	9	89	0	11	90	0	10
i. Concrete & masonry	A	42	29	29	62	25	13	53	27	20
	B	61	4	35	52	21	27	56	14	30
	C	67	14	18	51	20	29	60	17	23
	D	81	0	18	78	0	22	80	0	20

TABLE XXXVIII (continued)

Type of Class	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
j. Building construction	A	42	29	29	50	37	13	47	33	20
	B	65	4	31	73	18	9	69	12	19
	C	76	10	14	71	12	17	73	11	16
	D	82	0	18	56	11	33	70	5	25
k. Electricity & electronics	A	42	29	29	75	12	12	60	20	20
	B	69	0	31	70	18	12	69	10	20
	C	82	8	10	76	7	17	79	8	13
	D	100	0	0	78	0	22	90	0	10
l. Machinery maintenance & adjustment	A	72	14	14	87	0	13	80	7	13
	B	77	0	23	85	0	15	81	0	19
	C	92	0	8	83	5	12	88	2	10
	D	82	0	18	67	11	22	75	5	20
m. Plumbing & sheet metal	A	57	29	14	37	37	25	47	33	20
	B	34	12	54	49	21	30	42	17	40
	C	47	26	26	49	22	29	48	24	28
	D	36	9	55	56	11	33	45	10	45
n. Crafts & hobbies (leather & plastics)	A	14	57	29	25	62	13	20	60	20
	B	23	27	50	18	49	33	20	39	41
	C	24	53	22	14	49	37	20	51	29
	D	9	36	55	33	33	33	20	35	45

TABLE XXXVIII (continued)

Type of Class	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
o. Agricultural career exploration	A	86	0	14	87	0	13	87	0	13
	B	77	8	15	79	3	18	78	5	17
	C	84	0	16	78	7	15	81	3	16
	D	100	0	0	67	0	33	85	0	15
p. General agriculture	A	86	0	14	100	0	0	93	0	7
	B	77	8	15	79	6	15	78	7	15
	C	88	2	10	80	5	15	84	3	12
	D	82	9	9	78	0	22	80	5	15
q. College preparation (technical agricultural science)	A	72	0	28	75	12	12	73	7	10
	B	73	0	27	61	15	24	66	8	25
	C	57	20	22	53	15	32	55	18	27
	D	82	0	18	67	0	33	75	0	25

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

agriculture, and (2) some of the courses could be taught as mini-courses during the summer program.

Subject Matter Around Which Adult Classes Should be Centered

As presented in Table XXXIX, 60 per cent of the administrators in Class A schools, 85 per cent in Class B schools, 81 per cent in Class C schools, and 80 per cent in Class D schools indicated adult classes in vocational agriculture should be centered around farm management and farm business analysis. Young farmers and off-farm agricultural occupations courses were not highly endorsed by school administrators. A majority of the administrators indicated adult classes should include courses in crops, livestock, and farm mechanics.

A few administrators commented that subject matter for adults is dependent upon local needs and desires.

Extra Employment of Vocational Agriculture Instructors

Table XXXX provides data regarding the administrators' opinions of whether a full-time teacher of vocational agriculture should be allowed to carry on a private farming enterprise or other extra employment. According to the data in Table XXXX, 53 to 57 per cent of all the superintendents indicated extra employment should not be allowed. The per cent of principals indicating that extra employment should not be allowed was somewhat lower than the percentage of superintendents favoring it. Twenty per cent of the total

TABLE XXXIX

THE SUBJECT MATTER AROUND WHICH ADULT CLASSES IN VOCATIONAL AGRICULTURE SHOULD BE CENTERED AS INDICATED BY PER CENT OF HIGH SCHOOL ADMINISTRATORS

Subject Matter	Size of School	Response of Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
a. Farm management & farm business analysis	A	57	0	43	63	0	37	60	0	40
	B	80	8	12	88	0	12	85	0	15
	C	80	0	20	83	5	12	81	2	17
	D	82	9	9	78	0	22	80	5	15
b. Crops & livestock	A	57	0	43	50	0	50	53	0	47
	B	61	4	35	79	3	18	71	3	26
	C	69	6	24	71	5	24	70	6	24
	D	73	0	27	67	0	33	70	0	30
c. Farm mechanics	A	57	0	43	50	0	50	53	0	47
	B	50	12	38	67	6	27	59	8	32
	C	69	4	26	68	5	27	69	4	27
	D	73	0	27	67	0	33	70	0	30
d. Young farmers	A	29	14	57	25	12	63	27	13	60
	B	46	8	46	36	15	48	41	12	47
	C	51	16	32	49	10	41	50	13	36
	D	18	18	63	56	0	44	35	10	55

TABLE XXXIX (continued)

Subject Matter	Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
e. Off-farm agricultural occupations	A	43	14	43	63	0	37	53	7	40
	B	31	12	57	36	12	51	34	12	54
	C	37	12	51	37	20	43	37	15	48
	D	36	9	54	44	11	44	40	10	50

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

TABLE XXXX

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO INDICATED THE FULL-TIME TEACHER OF VOCATIONAL AGRICULTURE SHOULD BE ALLOWED TO CARRY ON A PRIVATE FARMING ENTERPRISE OR OTHER EXTRA EMPLOYMENT

Size of School	Response of Superintendents			Response of Principals			Response of Total		
	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
Class A	14	57	29	25	62	13	20	60	20
Class B	31	57	12	46	39	15	39	47	13
Class C	20	53	27	41	41	17	30	48	22
Class D	27	55	18	33	44	22	30	50	20

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

administrators in Class A schools, 39 per cent in Class B schools, 30 per cent in Class C schools, and 30 per cent in Class D schools indicated extra employment should be allowed.

Some typical comments by administrators indicated they would allow extra employment only if it does not take away time which is allocated to the school. Other administrators commented that professional people should not be "moonlighting" and that if a program is properly run, there is no time for extra employment. One administrator felt that holding two full-time jobs will result in loss of effort from one or the other or possibly both.

Teaching Specialist or Agricultural Specialist

The per cent of administrators who indicated a vocational agriculture instructor should be more of a teaching specialist than an agricultural specialist is shown in Table XXXXI. The largest per cent of administrators indicated the vocational agriculture instructor should be more of a teaching specialist than an agricultural specialist. Administrator comments revealed that many administrators were undecided as to what their opinion was regarding teaching specialties.

Most administrators indicated both qualities are important but teaching abilities may be more important since they must be present for knowledge to be transferred from the instructor to his students.

TABLE XXXXI

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO INDICATED A VOCATIONAL AGRICULTURE INSTRUCTOR SHOULD BE MORE OF A TEACHING SPECIALIST THAN AN AGRICULTURAL SPECIALIST

Size of School	Response of Administrators: Superintendents Yes	Superintendents No	Superintendents Don't Know	Principals Yes	Principals No	Principals Don't Know	Total Yes	Total No	Total Don't Know
Class A	43	29	28	37	13	50	40	20	40
Class B	42	35	23	55	21	24	49	27	24
Class C	35	26	39	41	20	39	38	23	39
Class D	64	9	27	56	11	33	60	10	30

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

Per Cent of Administrators Who Favor Vocational Agriculture in the Secondary School

As shown in Table XXXXII, a high percentage of administrators favor a vocational agriculture program in the secondary school. The highest per cent of administrators favoring vocational agriculture in the secondary school was 87 per cent in Class C and the lowest is 75 per cent in Class D.

Some comments administrators made regarding whether they favor vocational agriculture in the secondary school include:

-Not as a high priority area.

-With some reservations.

-As it is today, I wonder.

-Yes. As long as there is a need in the community for this type of program.

-Only if major changes are made within the teaching ranks.

TABLE XXXXII

PER CENT OF HIGH SCHOOL ADMINISTRATORS WHO INDICATED THEY FAVOR A VOCATIONAL AGRICULTURE PROGRAM IN THE SECONDARY SCHOOL

Size of School	Response of Superintendents			Response of Principals			Response of Total		
	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
Class A	71	14	14	88	0	12	80	7	13
Class B	88	4	8	82	6	12	85	5	10
Class C	88	2	10	85	10	5	87	6	7
Class D	73	9	18	78	22	0	75	15	10

Class A = 348 or more boys in grades 9-12
Class B = 129-332 boys in grades 9-12
Class C = 57-128 boys in grades 9-12
Class D = 6- 57 boys in grades 9-12

Chapter IV

THE SUMMARY AND IMPLICATIONS

I. RESTATEMENT OF THE PROBLEM AND DESIGN

A review of the literature revealed that the opinions of school administrators are an important aspect in development, improvement, and application of vocational agriculture programs. A lack of available evidence in Nebraska to formulate decisions which are based on the opinions of school administrators, regarding programs in agricultural education at the high school level, prompted the investigator to propose a study which was designed to:

(1) Obtain the opinions of high school administrators regarding selected aspects of the program of vocational agriculture in Nebraska.

(2) Present those opinions in a form useful to:

(a) State and local supervisors of vocational agriculture programs.

(b) Teacher-educators in colleges and/or universities.

(c) Teachers of vocational agriculture.

(d) Local and state advisory councils.

(e) Local boards of education and school administrators.

The study was designed as a survey of opinions of Nebraska high school superintendents and principals regarding selected aspects of the program of vocational agriculture. The study was limited to 121 superintendents and 115 principals employed in 124 Nebraska secondary schools which had a program of vocational agriculture as part of their school's curriculum during the 1970-1971 school year. All Nebraska high schools which offered vocational agriculture were included in the study.

II. THE SUMMARY

The objectives of the study were to obtain opinions of school administrators and to present them in a form useful to those involved in program development in vocational agricultural education. The data in the study reflected the opinions of 93 superintendents and 91 principals from 122 schools.

Based on the data presented in the preceding tables, the following results were indicated:

1. The most common enrollment of day-school students in the vocational agriculture programs was from 31 to 50 students. A number of schools had enrollments of 51 to 70 students. The adult class size was generally 10 students or less for Class A, B and C schools, and 10 or more for Class D schools.

2. From 50 to 70 per cent of the administrators responding, indicated they had taken no college courses in

vocational education. In general, principals had taken fewer courses in vocational education than superintendents.

3. One hundred per cent of the administrators in Class A, 98 per cent in Class B, 99 per cent in Class C, and 90 per cent in Class D schools indicated preparing youth (boys) for useful employment in farming or related agricultural occupations was a major purpose of vocational agriculture. A high percentage of administrators also indicated that to provide youth with a general knowledge of agriculture was a major purpose of the program. Improving the proficiency of adults already engaged in farming appeared to be a secondary purpose of the program.

4. Eighty-six per cent of the superintendents in Class A schools indicated girls should be enrolled in vocational agriculture, but less than one-half of the superintendents in other size schools favored girls in the program.

5. Less than 50 per cent of the administrators from Class A schools indicated adults or young farmers should be enrolled in vocational agriculture. The smaller schools indicated adult farmer education was a very important group to serve. Young farmer education also received high endorsement by smaller schools and considerably less support from the large schools. More than 50 per cent of the administrators favored adult education programs for persons employed in agribusiness.

6. About 70 per cent of the administrators indicated a need for a citizen advisory committee to help plan the

local program of vocational agriculture.

7. The majority of administrators felt that one to 25 per cent of vocational agriculture graduates should enter farming at one, five, and ten years following graduation. However, about 20 per cent indicated the number of students entering farming was unimportant. Administrators indicated a larger per cent of graduates should enter off-farm agricultural occupations as compared to per cent of graduates entering farming.

8. Administrators ranked supervised experience programs, production agriculture classes, and off-farm agriculture classes as needing most emphasis in the vocational agriculture program. The Future Farmers of America (FFA) and adult classes were ranked lower. Contests were indicated as needing the least amount of emphasis.

9. The majority of administrators in all sizes of schools indicated vocational agriculture does provide the necessary occupational preparation for youth who enter farming.

10. Less than 45 per cent of the administrators indicated vocational agriculture provides the necessary occupational preparation for youth who enter off-farm agricultural occupations.

11. Only one-fifth to one-fourth of the administrators thought vocational agriculture provides the necessary occupational preparation for youth who enter non-agricultural occupations. Administrators in smaller schools tended

to indicate that vocational agriculture did provide occupational preparation for non-agricultural occupations.

12. A majority of administrators indicated teachers of vocational agriculture should follow systematic schedules of on-farm and on-the-job instruction with all of the day-school students enrolled in vocational agriculture. Ninety-three per cent of the administrators in Class A schools indicated scheduling was important and this was considerably higher than the percentages indicated by the smaller sized schools.

13. A range of from 66 per cent of the administrators in Class B schools to 70 per cent in Class D schools indicated teachers of vocational agriculture should conduct programs of on-farm instruction for members of adult agriculture classes.

14. Fifty-three to 66 per cent of the school administrators indicated the Future Farmers of America (FFA) was a supplement to the vocational agriculture program. In general, administrators indicated that the FFA was more of a supplement to the vocational agriculture program than an integral part. In general, about 30 to 50 per cent of the administrators felt that the FFA was a supplement to the general education of students in the school.

15. A large percentage of administrators felt that to develop rural leadership, to strengthen the confidence of students of vocational agriculture in themselves and their work, to develop character, to train for useful citizenship,

and to foster patriotism should be the primary functions of the Future Farmers of America (FFA). The use of the FFA as a means of recruiting enrollees for classes of vocational agriculture was not considered as a primary function of the FFA by administrators.

16. A majority of administrators indicated that students in the FFA are not segregated from other students in the school because of the Future Farmers of America (FFA) activities.

17. Less than 30 per cent of the administrators felt that the Future Farmers of America (FFA) activities promoted vocational agriculture without regard to the total school program.

18. Eighty-one to 90 per cent of the administrators indicated vocational agriculture students were well-respected citizens. About 20 to 25 per cent of the administrators in the smaller schools indicated vocational agriculture students had lower aspiration levels for education beyond high school than other students. About 40 per cent of the administrators in Class A schools felt vocational agriculture students had lower aspiration levels for education beyond high school.

19. Those personal qualities of vocational agriculture teachers which administrators indicated as needing improvement were cooperation with other faculty members, classroom teaching abilities, cooperation with the administration, and mechanical skills. Only a small percentage of administrators suggested rapport with students needed improvement.

20. Areas where administrators indicated teachers of vocational agriculture seemed to be most inadequately prepared are English or the use of communication skills in reading and writing, discipline of students, methods of teaching, supervision of experience programs, and housekeeping of classroom and agricultural mechanics shop. The area of human relations appeared to be more of a deficiency in Class A schools than in other sized schools.

21. Only a small per cent of administrators indicated the teacher of vocational agriculture should not be allowed to teach courses other than vocational agriculture. Most administrators suggested teaching courses other than vocational agriculture would depend upon qualifications of the individual and the local school situation.

22. Over 70 per cent of the administrators indicated vocational agriculture instructors should be required to perform extra-curricular duties in the same manner as any other teacher.

23. Though a number of administrators indicated they had no opinion, a majority felt that the relative workload of the vocational agriculture teacher was the same as other teachers in the system.

24. Both superintendents and principals ranked day-school class preparation as the most important factor for determining workload of the vocational agriculture teacher. High rankings were also given shop or mechanics preparation,

instructional visits, and course and facility management and updating. Fairs, shows, and contests were ranked low.

25. From 45 to 53 per cent of the administrators indicated summer programs of vocational agriculture did not justify hiring teachers on a twelve month employment basis. Over 40 administrators indicated ten months of employment would be a sufficient length of time.

26. Regarding the type of contract a vocational agriculture instructor should receive, 60 per cent of the administrators in Class A schools, 49 per cent in Class B schools, 52 per cent in Class C schools, and 60 per cent in Class D schools thought an extended contract at a regular monthly salary for eleven months was the best contractual arrangement.

27. Eighty per cent of the administrators in Class D schools felt vocational agriculture in their school could be justified to the taxpayer while only 60 per cent in Class A schools felt it could be justified. More than 70 per cent of the administrators in Class B and C schools felt the vocational agriculture program could be justified.

28. Fifty per cent of the administrators in Class C schools, 54 per cent in Class B schools, 60 per cent in Class A schools, and 70 per cent in Class D schools indicated their school districts would continue to support vocational agriculture even if federal and/or state funds were no longer available.

29. Most administrators indicated an annual budget was the best procedure for teachers of vocational agriculture to follow in obtaining satisfactory financial arrangements for the operation of their department.

30. Most administrators indicated that all expenses for mileage, meals, and lodging incurred while on official duty should be reimbursable to teachers of vocational agriculture and that this policy should be the same for all teachers in the school system.

31. In regard to method of financing cost of supplies for instruction in farm mechanics, over 70 per cent of the administrators indicated that the school should furnish the supplies for required projects, but students should buy any other supplies used for non-required projects.

32. Superintendents indicated that the number of day-school students enrolled in vocational agriculture was the most important factor for determining when to employ additional vocational agriculture teachers. Number of courses offered was indicated by superintendents as the second most important factor to consider. Principals attached most importance to courses offered and gave nearly the same degree of importance to number of day-school students.

33. In regard to types of classes which should be offered day-school students enrolled in vocational agriculture, a high percentage of administrators indicated animal science, plant and soil science, agricultural mechanics (general), and agricultural marketing and management were

types of classes which should be included. The areas of machinery maintenance and adjustment, welding, small and large gas engines, electricity and electronics, concrete and masonry, and building construction also received strong support by administrators. A large percentage of administrators also marked agricultural career exploration and general agriculture. A high percentage of administrators in Class D schools indicated off-farm agricultural occupations should be considered an important class as compared to only 67 per cent in Class A. Ninety-three per cent of the administrators in Class A schools indicated horticulture should be offered. Most administrators indicated crafts and hobbies (leather and plastics) should not be offered in vocational agriculture. Comments from administrators indicated all classes listed were good, but that not all needed to be labeled vocational agriculture. Administrators also suggested that some of these be taught as separate courses or mini-courses during the summer.

34. A majority of administrators indicated adult classes in vocational agriculture should be centered around farm management and farm business analysis. Fifty to 70 per cent of the administrators indicated that crops, livestock and mechanics were important aspects of the adult farmer classes. About 25 to 50 per cent of the administrators felt the adult program should be centered on young farmers. A rather high percentage of administrators did not respond to this item.

35. Twenty to 39 per cent of the administrators indicated extra employment by the full-time teacher of vocational agriculture should be allowed; however, many administrators indicated a decision on extra employment would have to be based on each individual's situation.

36. Most administrators indicated being a teaching specialist was somewhat more important than being an agricultural specialist. The administrators indicated that it may be more important to possess teaching skills since they must be present if knowledge is to be transferred from the instructor to his students.

37. Seventy-five to 80 per cent of the administrators favored a vocational agriculture program in the secondary school. Some administrators commented that they would like to see some improvements in the program.

III. CONCLUSIONS AND RECOMMENDATIONS

From an analysis of this study, certain conclusions and recommendations may be made for the state and local supervisors of vocational agriculture porgrams, teacher-educators in colleges and/or universities, teachers of vocational agriculture, local and state advisory councils, local boards of education, and school administrators.

The investigator recognizes the fact that there may be equally valid ways of interpreting the data from the present study. However, the conclusions and recommendations or suggestions were based on the investigator's analysis of the data.

The following conclusions were drawn from the present study:

1. Vocational agriculture instructors need to become more involved in the total school and work more closely with other faculty members. It is recommended that all teachers work together to produce the most complete career oriented educational program as possible for students.

2. If a vocational agriculture instructor tries to isolate his program from the rest of the school, he is likely to lose that program. It is suggested that vocational agriculture teachers work closely with students, school administrators, other faculty members, citizen advisory groups, and community resources to keep their programs current and up-to-date.

3. Since school administrators lack formal education in vocational education courses, it seems reasonable to suggest that before initiating programs of vocational agriculture, school administrators should receive considerable instruction in the nature of the program and the administration of the program. Considerable funding may be necessary to assist administrators in becoming prepared to promote and organize programs.

4. Since small schools lack the resources to develop programs or study the feasibility of new programs, it is suggested that the state department personnel assist and provide strong leadership for schools.

5. Summer programs of vocational agriculture are being observed closely by administrators. It is recommended that vocational agriculture instructors use the time available to them during the summer to provide student instruction through courses, mini-courses, instructional visits and educational tours, and develop instructional programs that aid in the occupational preparation of students.

6. Administrators and vocational agriculture instructors need to discuss the aspects of the vocational agriculture program with one another. Some administrators may be negative to a certain aspect simply because they are not informed about what it involves. Likewise, vocational agriculture instructors may not know what their administrators expect of them and consequently might proceed in the wrong manner. It is suggested that some responses given a low rating in large schools and a high rating in small schools may have been largely due to personal familiarity of the program by administrators. Thus continuous in-service education for administrators as well as constant communication seems reasonable.

7. From the evidence in the study, teaching methods and classroom and shop facility management were areas of some degree of weakness. It is recommended that teacher-educators provide in-service programs in teaching methods and curriculum development for vocational agriculture instructors.

8. Since a sizeable number of administrators felt that federal and/or state funding was important in maintaining their programs, it is recommended that state and federal

officials work more closely with school administrators and show them how to implement changes which will improve their vocational agriculture programs and in turn may increase the amount of state and federal funds coming into their school.

9. The findings of this study indicate that administrators favor the development of citizen advisory committees which could result in community involvement in program planning. It seems apparent that citizen advisory groups should be organized and utilized for vocational agriculture programs.

10. Administrators indicated that the major purpose of vocational agriculture should be to prepare youth for entry-level employment in farming and in agriculturally related occupations. It is suggested that teachers of vocational agriculture, in Nebraska, give equal consideration to developing both the production aspects as well as the off-farm agricultural occupations.

11. Since school administrators indicated that adult and young farmer instruction should be centered around a record-keeping and farm analysis class, it is recommended that this program receive high priority by vocational agriculture teachers.

12. The vocational agriculture instructors should use the Future Farmers of America (FFA) to develop leadership of vocational agriculture students. It is apparent that teachers should continue to promote this aspect of the program.

13. Administrators felt the Future Farmers of America (FFA) activities did not promote vocational agriculture without regard for the total school program. It is suggested this aspect be continued.

14. Administrators felt that fairs, shows, and contests are not the most crucial phases of a program. Thus it is recommended that teachers give careful consideration to these events before planning to participate.

15. The findings in this study revealed that the hiring of additional teachers of vocational agriculture depends largely upon the enrollment in the program and the number of courses offered. It is suggested that enrollment is maintained at as high a level as possible.

16. The type of courses suggested for a vocational agriculture program are animal science, plant and soil science, agricultural mechanics (general), agricultural marketing and management, machinery maintenance and adjustment, welding, small and large gas engines, electricity and electronics, concrete and masonry, building construction, agricultural career exploration, and general agriculture. It is recommended that the courses be considered by administrators, teachers, and supervisors.

17. Administrators felt that vocational agriculture instructors should be willing to teach other classes. However, they should be qualified before accepting an assignment. It is suggested that the vocational agriculture teacher

should consider team teaching and tieing the total educational program together.

18. Enrollment of girls in vocational agriculture was supported by administrators in the Class A schools. It is recommended that girls be considered for membership in every vocational agriculture class.

19. Administrators gave fairly strong support for young farmer classes. Thus, it seems reasonable to suggest that school officials, teachers and students develop programs for the young farmers of the community.

20. Administrators were not primarily concerned that a high per cent of vocational agriculture students need to enter an agricultural occupation at some specified period of years following graduation. Consequently, it is recommended that administrators not judge the merits of a program solely on the basis of the number of students who enter an occupation.

21. Administrators indicated that supervised occupational experiences such as on-farm or on-the-job programs were of value. Therefore, it seems apparent that carefully planned experience programs are of real value and should be well planned to provide students with meaningful experiences.

22. Administrators revealed that students enrolled in vocational agriculture are generally good citizens and few differences exist between them and the rest of the students. It is recommended that teachers continue to emphasize good citizenship.

23. Administrators expressed concern about the vocational agriculture teachers' need to improve their housekeeping abilities. It is recommended that teachers organize their facilities in such a manner so as to keep them well ordered and efficient.

24. Administrators in large schools indicated that horticulture should be a part of the program. It is suggested that schools consider developing horticulture programs.

25. Superintendents and principals often do not agree in their opinions of certain aspects of vocational agriculture. It is suggested that attention be given the principal in each school. The principal may be closer to the situation and his response could reflect more nearly correct opinions of the program.

26. Since the school administrator is directly responsible for programs in the school, it is recommended that further research be conducted to determine the administrator's point of view regarding programs of vocational agriculture.

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APPENDICES

APPENDIX A

Introductory Letter

April 16, 1971

Dear

Enclosed is a questionnaire which has been mailed to superintendents and principals of all Nebraska high schools which offer vocational agriculture.

Please complete the questionnaire and return it to me by April 29, 1971, in the enclosed stamped and self-addressed envelope.

Information received in the questionnaires will be used in my research project at the University of Nebraska as partial fulfillment of my Master of Science Degree in Agricultural Education. The results of the project should give valuable assistance in planning vocational agriculture programs for the 1970's.

Thank you for your cooperation.

Sincerely,

Larry L. Viterna
Vocational Agriculture
Instructor
Norris Dist. #160
Firth, Nebraska

Roland L. Peterson
Assistant Professor
Dept. of Agricultural Education
University of Nebraska
Lincoln, Nebraska

Enclosure

APPENDIX B

Questionnaire for Determining Opinions of School Administrators Concerning Selected Aspects of the Program of Vocational Agriculture in Nebraska

Questionnaire for Determining Opinions of School Administrators Concerning Selected Aspects of The Program of Vocational Agriculture in Nebraska

1. Your Position: Superintendent ___ Principal ___

2. Size of School in which you work: ___Class A ___Class B ___Class C ___Class D

3. Number of Day School Students enrolled in Vocational Agriculture courses:

___ a. Less than 30
___ b. 31 - 50
___ c. 51 - 70
___ d. 71 - 90
___ e. 91 or more

4. Number of Adult Students:

___ a. Less than 10
___ b. 11 - 20
___ c. 21 - 30
___ d. 31 - 40
___ e. 41 or more

Please mark each response which most nearly reflects your opinion on each of the following:

5. Yes	No	Don't Know	In your opinion the major purpose(s) of vocational agriculture should be:
___	___	___	a. to prepare high school students to become established in farming.
___	___	___	b. to prepare youth for useful employment in farming or related agricultural occupations.
___	___	___	c. to improve the proficiency of adults presently engaged in farming.
___	___	___	d. to improve the proficiency of adults presently employed in agricultural businesses.
___	___	___	e. to provide youth with a general knowledge of agriculture.
___	___	___	f. other (please specify) _____ Comments _____

6. Yes	No	Don't Know	In your opinion which groups should be enrolled in vocational agriculture?
			a. Regular day-school students (production agriculture courses and off-farm agricultural courses)
___	___	___	1) Boys
___	___	___	2) Girls
___	___	___	b. Young Farmers (out-of-school youth becoming established in farming. Ages 18-35)
___	___	___	c. Adult Farmers (those already established in farming)
___	___	___	d. Adults in Agribusinesses
___	___	___	e. Other (please specify) _____
			Comments _____

7. Yes	No	Don't Know	In your opinion is there a need for a citizen advisory committee to help plan the local program of vocational agriculture?
___	___	___	Comments _____

8. (Check one blank for each of the years)

In your opinion what per cent of the graduates of vocational agriculture programs should enter farming within:

	1 Year After High School	5 Years After H.S.	10 Years After H.S.
a. 1-25 per cent	___a	___a	___a
b. 26-50 per cent	___b	___b	___b
c. 51-75 per cent	___c	___c	___c
d. 76-100 per cent	___d	___d	___d
e. Per cent entering farming is unimportant	___e	___e	___e

9 In your opinion what per cent of the graduates of vocational agriculture programs should enter off-farm agricultural occupations within:

	1 Year After High School	5 Years After H.S.	10 Years After H.S.
a. 1-25 per cent	___a	___a	___a
b. 25-50 per cent	___b	___b	___b
c. 51-75 per cent	___c	___c	___c
d. 76-100 per cent	___d	___d	___d
e. Per cent entering off-farm agricultural occupations is unimportant	___e	___e	___e

10. Rank the phases of vocational agriculture, in your opinion, which need more emphasis. Use a 1-2-3-4-5-6-7-8-9 basis with 1 meaning most emphasis needed and 9 meaning least emphasis needed:

___a. Production Agriculture classes (Day-school students)
___b. Off-Farm Agriculture classes (Day-school students)
___c. Mechanics skills classes (Day-school students)
___d. Supervised experience programs
___e. Contests
___f. Young Farmer classes
___g. Adult Farmer classes
___h. Adult Agribusiness classes
___i. Future Farmers of America (FFA)

11.	Yes	No	Don't Know	In your opinion does vocational agriculture offer the necessary basic occupational preparation for youth who go into farming?
	___	___	___	Comments _____
12.	Yes	No	Don't Know	In your opinion does vocational agriculture offer the necessary basic occupational preparation for youth who go into off-farm agricultural occupations?
	___	___	___	Comments _____
13.	Yes	No	Don't Know	In your opinion does vocational agriculture offer the necessary basic occupational preparation for youth who enter non-agriculture jobs?
	___	___	___	Comments _____
14.	Yes	No	Don't Know	In your opinion should teachers of vocational agriculture follow systematic schedules of on-farm and on-the-job instruction with all of the day-school students?
	___	___	___	Comments _____
15.	Yes	No	Don't Know	In your opinion should teachers of vocational agriculture conduct programs of on-farm instruction for members of adult agriculture classes?
	___	___	___	Comments _____

16.	Yes	No	Don't Know	What is the place of Future Farmers of America (FFA) in relation to programs of vocational agriculture?
	___	___	___	a. It is an integral part of vocational agriculture.
	___	___	___	b. It is a supplement to vocational agriculture.
	___	___	___	c. It is a supplement to general education.

Comments _____

17.	Yes	No	Don't Know	What should be the primary functions of the Future Farmers of America (FFA)?
	___	___	___	a. To develop rural leadership.
	___	___	___	b. To promote public relations for vocational agriculture.
	___	___	___	c. To recruit enrollees for classes of vocational agriculture.
	___	___	___	d. To provide recreational and social activities for its members.
	___	___	___	e. To strengthen the confidence of students of vocational agriculture in themselves and their work.
	___	___	___	f. To develop character, train for useful citizenship, and foster patriotism.

Comments _____

18.	Yes	No	Don't Know	In your opinion do activities of the Future Farmers of America (FFA) create unnecessary segregation between students of vocational agriculture and other high school students?
	___	___	___	

Comments _____

19.	Yes	No	Don't Know	In your opinion do the Future Farmers of America (FFA) activities tend to promote vocational agriculture without regard to the total school program?
	___	___	___	

Comments _____

20.	Yes	No	Don't Know	
	___	___	___	a. Students electing vocational agriculture are scholastically incompetent.
	___	___	___	b. Vocational agriculture students have lower aspiration levels for education beyond high school.
	___	___	___	c. Vocational agriculture students are well-respected citizens in our school.

Comments _____

21.	Yes	No	Don't Know	
	___	___	___	a. Cooperation with administration.
	___	___	___	b. Cooperation with other faculty members.
	___	___	___	c. Rapport with students.
	___	___	___	d. Cooperation with people in the community.
	___	___	___	e. Cooperation with other agricultural agencies.
	___	___	___	f. Grooming while at school.
	___	___	___	g. Classroom teaching abilities.
	___	___	___	h. Mechanical skill abilities.

Comments _____

22.	Yes	No	Don't Know	
	___	___	___	a. English--communication, both oral and written.
	___	___	___	b. Basic sciences.
	___	___	___	c. Technical agriculture.
	___	___	___	d. Farm mechanics
	___	___	___	e. Discipline of students.
	___	___	___	f. Methods of teaching.
	___	___	___	g. Housekeeping of classroom and agricultural mechanics shop.
	___	___	___	h. Supervision of experience programs of students.
	___	___	___	i. Conduction of adult classes.
	___	___	___	j. Human relations.
	___	___	___	k. Other (please specify):_____

Comments _____

23.	Yes	No	Don't Know	In your opinion the vocational agriculture instructor should be used to teach courses other than agriculture:
	___	___	___	a. Never.
	___	___	___	b. Only temporarily or in emergency.
	___	___	___	c. As a regular part of his assignment.
				Comments _____
24.	Yes	No	Don't Know	In your opinion do summer programs of vocational agriculture justify hiring teachers on a twelve months employment basis? If no, why not?_____
	___	___	___	Comments _____
25.	Yes	No	Don't Know	In your opinion the vocational agriculture instructor should be required to perform extra curricular duties:
	___	___	___	a. The same as other teachers.
	___	___	___	b. Less than other teachers because of on-the-job and home visitations.
	___	___	___	c. Which pertain to vocational agriculture only.
				Comments _____
26.	Yes	No	Don't Know	In your opinion what is the relative workload of teachers of vocational agriculture?
	___	___	___	a. Same as other teachers in the system.
	___	___	___	b. Greater than other teachers in the system.
	___	___	___	c. Less than other teachers in the system.
				Comments _____

27. Rank the factors which, in your opinion, should be considered most important in calculating workload for a vocational agriculture teacher. Use a 1-2-3-4-5-6-7-8-9 basis with 1 meaning most emphasis needed and 9 meaning least emphasis needed.

___a. Day school class preparation
___b. Shop or mechanics preparation
___c. Adult class preparation
___d. Community services
___e. FFA advising
___f. On-job and/or farm instructional visits
___g. Summer instructional programs
___h. Fairs, shows and contests
___i. Course and facility management and updating

28.	Yes	No	Don't Know	In your opinion can the expense of providing teachers and facilities for vocational agriculture in your school be justified to the taxpayer?
	___	___	___	Comments _____
29.	Yes	No	Don't Know	In your opinion would your school district continue to support vocational agriculture if federal and/or state funds were no longer available?
	___	___	___	Comments _____
30.	Yes	No	Don't Know	In your opinion what type contract should teachers of vocational agriculture have?
	___	___	___	a. Extended contract at a regular monthly salary for 11 months.
	___	___	___	b. Extended contract with salary on a per hour basis for two summer months.
	___	___	___	c. Other (please specify):_____
				Comments _____
31.	Yes	No	Don't Know	What items of expense should be reimbursable to teachers of vocational agriculture incurred while on official duty?
	___	___	___	a. All mileage within the school service area (or use of a school vehicle).
	___	___	___	b. All mileage outside the school service area (or use of a school vehicle).
	___	___	___	c. Mileage, meals and lodging for attending professional meetings.
	___	___	___	d. Mileage, meals and lodging for attending inservice meetings.
				Comments _____
32.	Yes	No	Don't Know	What procedure should teachers of vocational agriculture follow in obtaining satisfactory financial arrangements for the operation of their departments?
	___	___	___	a. Submit an annual budget.
	___	___	___	b. Submit requests as needs arise.
	___	___	___	c. Combination of a budget and special requests.
	___	___	___	d. Other (please specify):_____
				Comments _____

33. Yes	No	Don't Know	How should the cost of supplies for instruction in agricultural mechanics be financed?
___	___	___	a. School furnishes all supplies for students.
___	___	___	b. School furnishes supplies for required projects; student buys other.
___	___	___	c. Student pays for all supplies used in classroom and shop activities.

Comments _____

34. In your opinion, rank the following on a 1-2-3-4 basis as to what is most important in determining when an additional teacher(s) of vocational agriculture should be employed:

___a. Number of day-school students enrolled in vocational agriculture. Suggested number ___.
___b. Number of day students (suggested number ___) and out-of-school (adult) students enrolled in vocational agriculture. Suggested number ___.
___c. Number of courses offered. Suggested number ___.
___d. Other (please specify): _____

Comments _____

35. Yes	No	Don't Know	What type of classes should be offered for day-school students?
___	___	___	a. Animal Science
___	___	___	b. Plant and Soil Science.
___	___	___	c. Agricultural Mechanics (general).
___	___	___	d. Agricultural Marketing and Management.
___	___	___	e. Horticulture.
___	___	___	f. Off-Farm Agricultural Occupations courses (one period per day in the classroom and one period per day on-the-job in an agricultural business).
___	___	___	g. Welding.
___	___	___	h. Large and Small Gas Engines.
___	___	___	i. Concrete and Masonry.
___	___	___	j. Building Construction.
___	___	___	k. Electricity and Electronics.
___	___	___	l. Machinery Maintenance and Adjustment.
___	___	___	m. Plumbing and Sheet Metal.
___	___	___	n. Crafts and Hobbies (Leather and Plastics).

35. continued

Yes	No	Don't Know	
___	___	___	o. Agricultural Career Exploration.
___	___	___	p. General Agriculture.
___	___	___	q. College Preparation (Technical Agricultural Science).

Comments _____

36. Yes	No	Don't Know	Around what subject matter should adult classes in vocational agriculture be centered?
___	___	___	a. Farm Management and Farm Business Analysis.
___	___	___	b. Crops and Livestock.
___	___	___	c. Farm Mechanics.
___	___	___	d. Young Farmers.
___	___	___	e. Off-Farm Agricultural Occupations.

Comments _____

37. Yes	No	Don't Know	Should the full-time teacher of vocational agriculture, employed on a yearly basis, be allowed to carry on a private farming enterprise or other extra employment during the summer months?
___	___	___	

Comments _____

38. Yes	No	Don't Know	In your opinion a vocational agriculture instructor should be more of a teaching specialist than an agricultural specialist.
___	___	___	

Comments _____

39. Yes	No	Don't Know	Do you favor a vocational agriculture program in the secondary school?
___	___	___	

Comments _____

40. How many college courses have you had in vocational education?

___a. None ___c. 3 - 4
___b. 1 - 2 ___d. 5 or more

41. Do you have any additional comments regarding the vocational agriculture program in the secondary schools?

APPENDIX C

First Letter of Reminder

May 14, 1971

To: Selected High School Administrators

From: Larry L. Viterna
Vocational Agriculture Instructor
Norris Dist. #160
Firth, Nebraska 68358

Subject: Questionnaire for Master's Thesis

In April, you received a questionnaire entitled "Opinions of High School Administrators Concerning Selected Aspects of the Program of Vocational Agriculture in Nebraska."

To date, I have a return of 70% on the questionnaires. Thank you to those who took their time and filled them out.

If you have not returned yours, I would appreciate it if you will still do so. The higher the percentage of return, the more meaningful and valuable will be the results.

APPENDIX D

Final Letter of Reminder

June 7, 1971

Dear Sir:

Questionnaires have been returned by all but eight of the schools which had vocational agriculture last year. Would you please take time to complete the enclosed questionnaire and return it in the self-addressed envelope as soon as possible?

If all schools are represented by the final tabulation, my results will be of much greater value in program planning for vocational agriculture, both at the University of Nebraska and in the State Department of Vocational Education. This in turn could result in improved vocational agriculture programs within the high schools.

Thank you for your help.

Sincerely,

Larry L. Viterna